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Telegram.—Classical teacher wanted Cascadilla School, Ithaca, N. Y. Personal application necessary. Answer.—To Fred J. Nash, Worcester, Mass., September 18.

Telegram.—Will be in Ithaca 9 A. M. Thursday.—Fred J. Nash, September 19.

Ithaca, N. Y.—The classical vacancy here has been filled by the appointment of Fred J. Nash, a graduate of Yale College.—Prin. C. V. Parsell, September 21.

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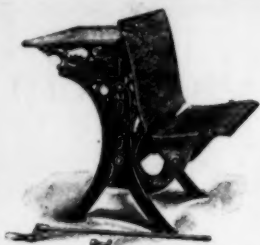
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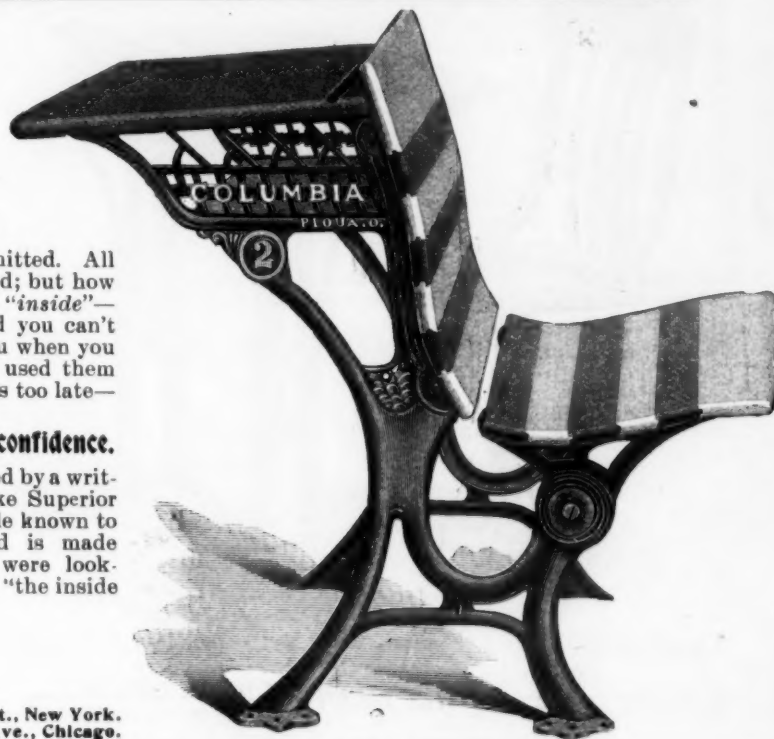
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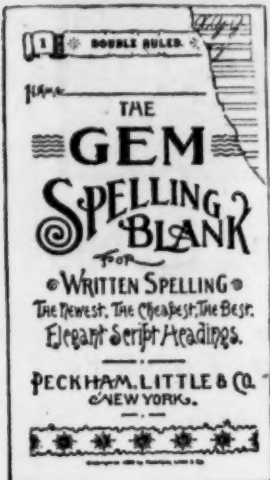
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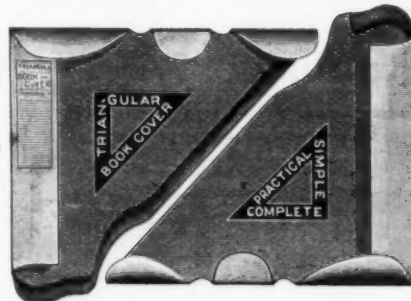
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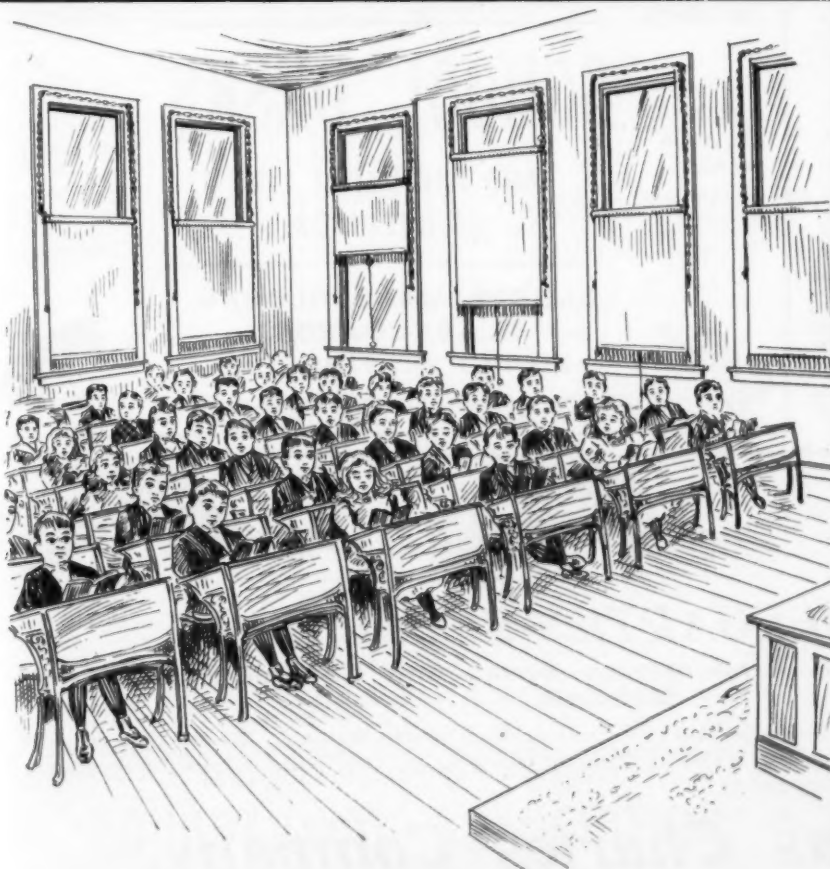
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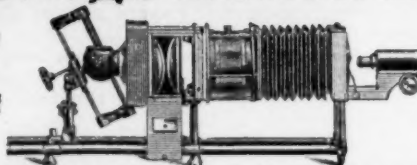
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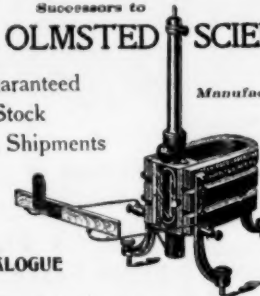
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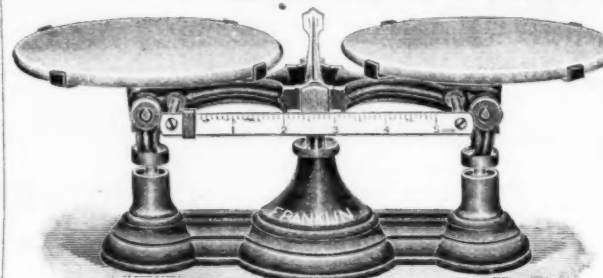
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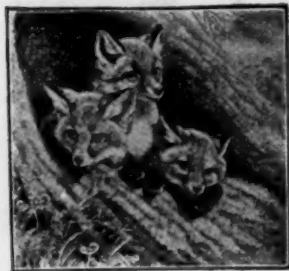
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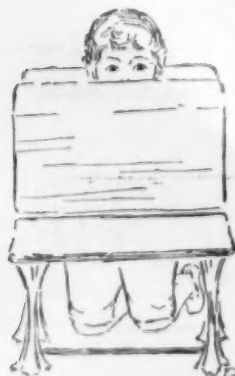
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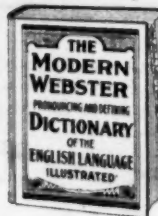
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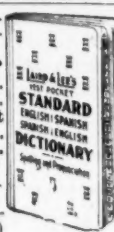
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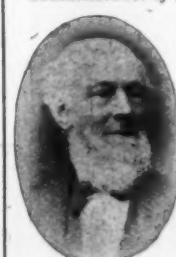
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School Board Journal

VOL. XXI. No. 5.

NEW YORK—CHICAGO, NOVEMBER, 1900.

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SHALL THE SPANISH LANGUAGE BE TAUGHT IN THE AMERICAN SCHOOLS?

This question is now confronting many Boards of Education throughout the United States.

The New York Convention of School Boards.

Two Sessions Held in New York City, Oct. 17th and 18th.

OFFICIAL MINUTES.

The opening meeting of the New York State Association of School Boards was held in joint session with the Council of Superintendents in the Assembly Hall of the New York Board of Education Building at 2:30 p. m., Oct. 17th, with a good attendance.

After an introduction by Supt. Gorton, President Miles O'Brien, of the New York Board of Education, extended a hearty welcome to the visiting school board members and superintendents. He extended the freedom of the schools, at the same time offering every aid to the visitors in familiarizing themselves with the intricacies of New York's enormous school system. He dwelled upon the fact that the children of the foreigners caused some difficult problems in Common School education. He also called attention to the popular lectures now given under auspices of the Board of Education. He invited the educators to visit the schools and submit criticisms to him, which would be gratefully received.

President Schmid responded by speaking of the generous spirit which manifested itself at all times in New York City and the liberality which the great metropolis displayed in her school facilities.

Assistant Superintendent Schauffler extended an invitation to the visitors to take an excursion trip Friday noon as guests of the local school authorities. Accepted.

On motion, the invitation of Dr. Bidmore, to hold the Thursday afternoon session at the National History Museum, was accepted.

The school board members then retired to the meeting chamber of the New York City Board of Education in the same building.

Dr. Schmid opened the meeting of school board members by introducing H. Brewster Willis, President of the New Jersey State Association of School Boards, whom he had invited to take a seat on the platform with him.

On motion of Mr. French, Wm. Geo. Bruce was elected secretary pro tem, Secretary Gafney being unable to be present at this session.

Upon request Mr. Willis spoke upon the labors performed by the New Jersey Association of School Boards. After paying a tribute to Dr. Schmid and the progressive spirit manifested by him, he said in substance:

"New Jersey is small and sandwiched in between two great cities and between two great states. We have absorbed some of the good things on both sides. We formed a state association of school boards after forming county associations. The district clerks, the chairmen of various committees of school boards form the basis for our county associations. The membership in our own county grew so rapidly that other counties followed. Eighteen counties are now organized. Our state association now has a membership of 300. A Board of Directors, consisting of one member from each county, prepares the program, determines the place and date of meeting. We encourage the rural members of school boards. The administration side needs attention as well as the educational side."

Mr. Willis then enumerated a number of the practical subjects which have had the attention of the association and pointed out the great importance of educating school board members as well as teachers. He added that the expense

of attending the gatherings was considered by the law of the state a proper school expenditure.

Judge David Millar, of Lockport, pointed out that in the State of New York the expense of attending the conventions was not legally chargeable to the school fund. He believed that a motion leading to modification in the law should be adopted.

Mr. Benj. Hammond believed that a sum covering an expense of this kind should be included in school budgets which are voted upon by the towns.

Judge Turner, of Albany, believed the matter should be referred to the committee on legislation, to be appointed later.

Mr. Bennett, of Canandaigua, believed that the cost of sending delegates to the meetings of the state association of school boards a legitimate school expenditure and considered so by his school board.

Judge Millar moved that a committee of seven be appointed to ascertain the legality of placing the expense of delegates under regular school expenditures.

Mr. Brandegee stated that the highest court in the state had decided that the expenses of sending board members and employees in attendance at educational gatherings were not chargeable to the school fund. The court held that an expense to promote the general educational information of a member or employee is illegal. If a board goes on a trip to investigate a kindergarten system preparatory to introducing one, or examine a school house preparatory to building one—the expenditure is legitimate. Special, not general, information is included in the provisions of the law.

The Chair appointed Messrs. Millar, Brandegee, and Williams to serve on this committee.

Mrs. Helen M. Greenhow, of Hornellsville, then read a paper entitled Women on Educational Boards.

Dr. Williams, of Dunkirk, believed that there ought to be at least one woman on every board of education. He moved that the thanks of the board be extended to Mrs. Greenhow for the excellent paper read.

Joseph S. Wood, of Mount Vernon, held that if only the best women were placed upon boards there could be no controversy on the subject. An incompetent woman may be worse than an incompetent man. School visiting may be overdone. Women may become quite a nuisance in visiting schools too frequently.

Mr. Bruce stated that women had not up to this time proven their superiority on boards. There were less women on boards now than ten years ago. Women were actuated by passion rather than judgment. They were not suited for legislative work. They cannot brook opposition in debate. They are valuable in school visiting but not in matters of finance and legislation.

Supt. E. S. Redman held that men look upon school government from the tax payers' point of view, while women emphasize the professional side. Women had proven serviceable on the board in his city.

Mr. Hammond favored women on school boards. They are of benefit not only in the routine work, but also in planning school buildings.

Dr. Williams believed women equally capable with men.

The meeting then adjourned.

SECOND SESSION.

The Chair opened the meeting by giving the floor to Judge Turner, who moved that all papers and discussions following the same be limited to forty-five minutes.

Mr. W. A. Choate, of Brookview, then read a paper on Prison-made Furniture.

Mr. Choate recited the law which provided for the manufacture of school furniture by prison labor and the clause which compelled boards to purchase this product to the exclusion of other goods made by manufacturers. He dwelled upon the injustice of the law and condemned in unmistakable language the attitude of the state administration in refusing to repeal the same. The substitute presented provided that the boards be allowed to purchase furniture in open market made in the state. This would give a Buffalo factory, he admitted, a temporary monopoly, yet enterprise and energy would soon prompt other similar industries and give boards a choice between several manufacturers, several styles of goods, etc. He predicted an arousal of sentiment in due course of time which would cause a repeal of the present law.

Judge Turner argued that the state met the prison problem as best it could. Experiments had been made, and the manufacture of school furniture was among them. The law now provides for the manufacture of a number of articles by prison labor. The law will have to be considered constitutional until found unconstitutional. He defended the law, and held that it should stand until a better arrangement could be devised.

Mr. Millar held that the question involved a question of policy. The state must either employ its prisoners or allow them to vegetate in idleness. He defended the position taken by the governor of the state in vetoing the measure to repeal the law. The substitute law proposed was in favor of a certain manufacturing concern, the only one of the kind in the state. He regretted that free labor should be brought in direct competition with prison labor.

Mr. Finch did not take it that the opposition to the present law was an attack upon the present state administration. The state prison now competes with a legitimate industry. If this policy should continue it will drive many manufacturers out of business. Prisoners should be employed, but if the law is unwise it would behoove this association to voice its sentiments. The old time contract system should prevail and competition should not be directed to one industry.

Dr. Williams held that the present law not only compelled the school boards to purchase prison made goods but it closed the doors against manufacturers of this and other states. The state does not contribute towards the purchase of school furniture, hence it ought not to deprive boards to purchase where they please. The governor was unwise in upholding the present law. It was not right to deprive our manufacturers of dealing with whom they please.

The Chair then appointed the following committees:

Auditing Committee—Dr. Geo. W. Miles, Oneida; A. H. Crown, Tonawanda; Joseph S. Wood, Mt. Vernon.

Committee to Confer with Superintendents in Regard to Time and Place of Next Meeting—Benj. Hammond, Fishkill; Thos. M. Gafney, Syracuse; W. A. Choate, Brookview.

Committee to Take Charge of Proposed Expansion of the Association—John E. Brandegee, Utica; Dr. Geo. W. Miles, Oneida; H. P. French, Albany; Joseph S. Wood, Mt. Vernon; Benj. Hammond, Fishkill; Mrs. Helen M. Greenhow, Hornellsville; Dr. H. Ernest Schmid, White Plains.

Nominating Committee—Judge Geo. B. Turner, Auburn; David Millar, Lockport; John Garvey, Frankfort.

Committee on Resolutions—John E. Brandege, Utica; Mrs. Helen M. Greenhow, Hornellsville; George J. Mager, Cortland.

Dr. Schauffler then spoke on the "Paris Exposition in its Educational Aspects." He began by making the statement that he did not want to appear egotistical for himself or for Americans as a class. The exhibits of foreign countries ran into specialization. We have little to learn from them in aims, methods and execution. We have nothing to learn in the matter of school buildings. Acres of wall space was devoted to the exhibition of the French educational system. The most of it was a waste of space. A certain jealousy actuated the French people to monopolize the largest space and grant the smaller space to other countries. At an early stage the French exhibit was withdrawn from competition with other nations. Yankee ingenuity prompted an attractive American educational exhibit covering much ground and yet very little space.

The English exhibit was rather desultory and of little value. The Swedish exhibit consisted of manual training. In fact the photographer played the principal role in all these exhibits. The Japanese compared favorably with the American exhibit for accuracy and completeness.

No educational exhibit was examined with greater interest than that presented by the United States, of which that of New York comprised the greater part. The speaker then read extracts from the report made by Prof. Compayre, who stated that the Americans never counted their money when their educational interests were under consideration.

The Kinetoscope and the phonograph played an important part in the New York exhibit. The patriotic exercises of the school children as presented on the canvas in connection with the phonograph excited the warmest enthusiasm of French and German educators.

Dr. Compayre praised the vertical penmanship, the drawing and nature studies of the American pupil. He asked the question why moral training is ignored in the American schools. He answered the question by saying that religious sentiment is higher in America and more fostered in churches, hence excluded from the schools.

Judge Millar asked whether the New York exhibit will be at the disposal of the general public. Dr. Schauffler replied that the exhibit is now in the custom house and will no doubt be presented to the public later on.

Rev. Canedy commented upon the efforts of Dr. Schauffler in producing the magnificent exhibit.

Dr. Williams moved a vote of thanks to Dr. Schauffler.

Judge Millar amended the motion by adding that Dr. Schauffler's address be published in full in the School Board Journal. Carried.

Dr. Myron D. Jewell, of Geneva, then read a paper on "Voice Culture as applied to School Work."

Judge Millar reported the following for the Committee on proposed expansion of the association:

To the State Association of School Boards:

Your committee appointed at yesterday's meeting to consider and report as to what, if any, legislation is necessary in regard to allowing payment out of public moneys of the expenses of attendance upon meetings of this Association, respectfully report and recommend as follows:

The committee is of opinion that the existing laws do not in terms provide for the payment of such expenses, and in view of a recent decision of the Supreme Court of this state in a suit involving the decision of this point, or one very like it, and of the doubt created by that decision, and of the desirability of having all

doubts set at rest, and of encouraging the work of this association, recommends the adoption by this association of a resolution as follows:

Resolved, That the superintendent of public instruction be and is hereby requested to present to the legislature of this state at its next session, and urge the passage of, an amendment to the school laws which will authorize all boards of education in this state to send one or more, but not exceeding three delegates, to each annual meeting of this association, and to make provision for paying of the necessary expenses of such delegates in going to, attending upon and returning from one session, of not more than two days in each year, of the association.

The report was adopted.

Dr. Ernest Schmid's paper on "The Relation of the Home to the School" was, owing to author's sore throat, read by Prof. Shear.

Dr. Schauffler, who was asked to discuss the paper, stated that it was so complete that it precluded all discussion.

On motion of Dr. Williams a vote of thanks was extended to Dr. Schmid.

Rev. Canedy moved that a complete list of the persons and their addresses be published in the official minutes.

Prof. Henry M. Leipziger, Superintendent of Lectures, invited the attention of delegates to lecture work performed by the New York Board of Education. The sum of \$6,000 is now expended annually in this direction.

Supt. Jasper invited the members to visit the schools of the city.

Meeting adjourned.

LAST MEETING.

The last session was called at Wood Hall in the Natural History Building, near Central Park.

Mr. Jos. S. Wood reported for the committee on expansion of the association that it was the sense of that body that the formation of county school board associations, from which delegates were to be sent to the state association, be formed. Adopted.

Treasurer Garvey read his report, which was as follows:

REPORT OF TREASURER.

RECEIPTS.

Balance on hand last report.....	\$67.87	
Received from secretary during year....	42.00	
		\$109.87

DISBURSEMENTS.

School Board Journal.....	\$46.00	
E. E. Child.....	3.40	
S. H. Weathwork.....	12.50	
Haulan P. French.....	26.00	
		\$87.90
Balance	21.97	
Receipts, present meeting.....	54.00	
		\$75.97

Joseph Beal, Esq., of Oneida, then read a paper on "The High School and College Entrance."

The discussions were conducted by Dr. A. T. Schauffler, Judge David Millar, Jos. S. Wood, and Geo. B. Turner.

Judge Turner moved that the President-elect appoint a committee of five to consider and report on the subject of College Entrance. Motion provided that the president-elect be the chairman of the committee and the author of the foregoing paper a member. Carried.

Benjamin Hammond, of Fishkill, then read a paper on "The Compulsory Education Law in a Union Free School District."

Mr. Wood had also been requested to read a paper on the same subject, which he did.

Dr. G. W. Miles, of Oneida, then read a paper on "The Position of School Boards with Reference to the Compulsory Vaccination."

Discussions were taken up by Messrs. Hammond, Garvey, Beal, Schauffler, Choate, Fenton, and Wright.

Mr. Wright gave the State Department interpretation of the compulsory education law and the compulsory vaccination law. Children at-

tending the public schools must be vaccinated. Children attending private or parochial schools are not so compelled. He held that the 80-day clause in the compulsory education law ought to be abolished.

Mr. Crown reported that he had audited the accounts of the treasurer and found them correct.

Mr. Benj. Hammond introduced the following resolution:

Resolved, That the legislative committee of this association is hereby authorized and directed to seek the repeal of the compulsory feature of the law known as the prison furniture law, at the coming session of the legislature. Such action as the committee may deem advisable to this end to be taken in the name of this association.

Messrs. Home and Turner objected to the resolution. They believed that the prisoners did not have enough employment now, and that the policy of the state should not be interfered with.

Mr. Gafney believed that the men out of employment outside of prisons are worthy of greater consideration than men in prison. It has been said that prisoners commit suicide for want of employment. More unemployed men out of jail commit suicide than do prisoners.

Mr. Fenton held that it was not a question of whether prisoners shall or shall not make school furniture, but whether school boards shall be compelled to buy school furniture from state prisons.

Dr. Schauffler held that the point at issue was not whether prisoners require employment but whether the school boards should be taxed.

The Hammond resolution was then adopted by a rising vote.

Upon motion of Mr. Fenton the association meets next year at time and place chosen by the Superintendents.

Mr. Brandege, through Mr. French, then presented the following resolutions, which were adopted:

Resolved, That this association hereby express its hearty appreciation of, and its cordial thanks for the warm welcome extended to it by the board of education of the city of New York and for the facilities and convenient arrangements which have been provided for the meetings of this association, and the reception of its members.

Resolved, That this Association extends its sincere thanks to Superintendent Wm. H. Maxwell, to Superintendent John Jasper and their assistant superintendents and the school officers of the city of New York for the many courtesies and hospitalities shown to the visiting members of the association.

Resolved, That the thanks of this association be and hereby are tendered to its retiring officers for the faithful and efficient manner in which they have discharged their duties.

Resolved, That we heartily thank Dr. Albert S. Bickmore and the trustees of the New York Museum of Natural History for their courteous action in placing their building at the service of this association for meeting and for an inspection of the valuable collections under their care.

JOHN E. BRANDEGE,
MRS. HELEN M. GREENHOW,
G. J. MAGER.

Mr. French moved that the association order 1,000 copies of the School Board Journal at \$20. Carried.

Mr. Hammond moved that 1,000 copies of the proceedings printed in pamphlet form at \$16, be furnished. Adopted.

The appointment of a corresponding secretary and the committee to investigate and report on the subject of College Entrance was left to the president-elect.

It was then announced that Auburn had been selected by the Council of Superintendents for next year's meeting.

The following are the new officers of the association:

President—A. T. Schauffler, New Rochelle.
First Vice President—Judge Geo. B. Turner, Auburn.
Second Vice President—Mrs. Helen M. Greenhow, Hornellsville.

Third Vice President—M. S. Sanford, Geneva.
 Fourth Vice President—Benj. Hammond, Fishkill.
 Fifth Vice President—Thos. H. Bennett, Canandaigua.
 Recording Secretary—F. M. Gafney, Syracuse.
 Treasurer—John Garvey.
 Executive Committee—Dr. H. Ernest Schmid, White Plains; Dr. Myron D. Jewell, Richfield Springs; W. A. Choate, Brookview; T. E. Lyford, Waverly; A. H. Crown, Tonawanda.

Among those present were:

Dr. H. Ernest Schmid, White Plains; Benj. Hammond, Fishkill-on-Hudson; Harlan P. French, Albany, N. Y.; Dr. Myron D. Jewell, Richfield Springs; J. H. Thiry, Long Island City; Dr. Julien T. Williams, Dunkirk; M. O. Sanford, Geneva; Joseph Beal, Onondaga; John E. Brandegee, Utica; George J. Mayer, Cortland; H. Brewster Willis, New Brunswick, N. J.; Judge Geo. B. Turner, Auburn; John Garvey, Frankfort; Mrs. Helen M. Greenhow, Hornellsville; Jos. S. Wood, president, Mt. Vernon; Elmer O. Redman, Hornellsville; F. E. Lyford, Waverly; Rev. Chas. F. Canedy, New Rochelle; A. T. Schaffler, New York City; C. W. Hewitt, Gouverneur; Dr. Geo. W. Miles, Onondaga; George Fenton, Broadalbin; Thos. H. Bennett, Canandaigua; David Millar, Lockport; Chas. W. Farmer, New Rochelle; Dr. C. N. Hammond, Elmira Heights; Jas. B. Lockwood, White Plains; Mrs. Jennie P. Hart, Parishville; Dr. H. G. Willse, Richfield Springs; E. C. Alken, Auburn; A. H. Crown, Tonawanda; Thos. M. Gafney, Syracuse; Randolph McNutt, Buffalo; Henry H. Wolf, Tonawanda; Wm. Geo. Bruce, Chicago; C. H. Ludlum, Hempstead.

After a few remarks by President-elect A. T. Schaffler, thanking the association for the honor conferred and promising his best endeavors for the future growth and welfare of the organization, the meeting adjourned sine die.

WM. GEO. BRUCE,

Secretary pro tem.

NOTE—All papers read before the association are published in full in this Journal. The entire proceedings will be published in pamphlet form and can be secured free of charge by school officials in New York state, by addressing, President A. T. Schaffler, Board of Education Bldg., New York City.

Women on Boards of Education.

By MRS. HELEN M. GREENHOW,
 Hornellsville, N. Y.

As you well know, a few of the cities, Rochester, Syracuse and Hornellsville, for example, and many of the villages of New York state, have, by a vote of the people, placed women on their school boards. This is an innovation the merits of which it will take time to test.

That woman is fitted for the position seems rational. By her very prerogative of mother and home maker she has for generations undergone a special training in child study, and now, in a day of equal education of the sexes, her knowledge has broadened, her opportunities increased, until she has become man's competitor in fields hitherto unopened to her.

It is conceded that a man, to be fitted for a position upon a school board, must be a man of education, that he may know that the superintendent and teachers are doing their work well; he must be a successful business man, that he may wisely manage the funds of the district; he must be a man of good moral character and standing in the community in order that a high moral tone may be maintained in the schools. All this and more he must be, if he is the sole trustee for the district. If there be a board of three or more each man may be chosen for some one or more of these qualifications. Thus a well-balanced board would consist of both professional men—lawyers, doctors, clergymen and the like—and merchants or bankers, whose business careers are markedly successful. Very good personnel that! Now, how much time can the lawyer take from his clients to visit the schools? How much time can the physician afford to give to counsel with teachers, principals and superintendents?

What has made the merchant's career a success? Constant personal attention to the details of his business. Can he be justly expected to neglect his own interest that he may administer the affairs of the unsalaried office? These men are justified in meeting as seldom as possible to pass upon affairs pertaining to the schools. They can scarcely take the time to make the acquaintance of the teachers, much less to inspect their work. There are some school trustees in this state whose faces are not even known by the teachers in their employ. This condition, while extreme, existed during my career as a teacher in a city of some 10,000 inhabitants. The dangers arising from such a condition are self-evident. The superintendent becomes all powerful. The community soon looks upon him as an arbitrary autocrat. His usefulness is, in a measure, destroyed by adverse criticism, while if the board authorizes its superintendent to do thus and so the

responsibility becomes theirs, and even if the measure be hateful to some in the community it can be enforced by the superintendent with less friction.

The one great need of school boards is that their members may devote more time to the study of the actual workings of the schools. Here is where the women can be of assistance.

Grant that the women, too, are busy, yet their very occupations are the occupations of the leisure class. They are the readers of the community, the very bone and sinew of the literary movement of their villages; they are the social life of the place; they are the charity boards; the temperance workers; the mainspring of the churches. With labor-saving devices, woman's work within the four walls of home, has been so simplified that she has time for all these activities. Her work, too, is of such a nature that it can be easily delegated to the housemaid and seamstress. So long as more than 90 per cent. of the teachers are women, and the majority of the pupils are small children, just so long will women trustees be needed.

In those places where women have been put upon the school boards the theory has been demonstrated that she can, and will, take the time to inspect the schools. In a town of some 5,000 people in the western part of New York, there is a marvelous illustration of woman's devotion to the duties of her office. A woman with a family of seven children was elected to the position of school trustee. Before her term had expired her children numbered eight. Citizens of her town say that she has not only directed the affairs of this large household, but has found time to frequently visit the schools, to attend all board and committee meetings, and in general, to discharge the duties of the office in a manner far more acceptable than the masculine members of her board. She also had the great advantage of a direct interest in nearly every grade in the school.

A good "working board" should, I believe, be composed of both men and women. Because of the financial management required a majority of men seems expedient. Their business experience is an acknowledged superiority over woman's. I, for one, would hesitate to serve upon a board made up wholly, or in greater part, of women. During my two year's of office enough of defaulting contractors, threatened litigation, etc., has come under my observation to convince me that woman's province upon the board is not in attending to the financial management. By our very environment we are, as a class, unfamiliar with business technicalities. An entire school board of women would, of necessity, have to employ an attorney far more frequently than when capable business men constitute part of the board. Women are useful upon all committees, but are pre-eminently so on teachers', text books, library, apparatus and supply committees.

In purchasing supplies her experience in housekeeping renders her a better judge of many of the needful articles. On the text book and library committee her opinion is of value: First, because she has the time at her disposal to look into the merits of the various books. Invariably she reads the sample copies submitted by the publishers. She knows, if she be a mother, the text books used by her children because it is to her they come for help when at home. She is in frequent consultation with principal and teacher, thus hearing their criticisms upon the books. All this tends to divide the responsibility of a change of text book between the superintendent and the board. In districts where text books are purchased by the parents a change causes much indignation. Some go so far as to accuse the superintendent of accepting bribes from the book company whose work is substituted. Personally I believe such stories to be false, yet I maintain that in so far as possible the superintendent should be spared such calumny. This can be done by a text book committee assuming the responsibility.

The superintendent is the instrument of the board, and it is an unwise board that will dull its own instruments.

In the matter of choosing books for the library, and in selecting supplementary reading for the grammar grades, woman's judgment and knowledge of literature render her an able assistant to the teachers and superintendent.

On the building committee her value, while of minor importance, is of great convenience to the teacher. Women teachers will approach her far more easily upon subjects upon which they feel delicate about speaking to the men. In planning a new building a woman would think of comforts and convenient arrangements for teachers which might never occur to even a good male architect. For example, in one modern school building each teacher is provided with a small withdrawing room fitted up with toilet accessories. This room, accessible to the school room proper, is well lighted, and is duly appreciated. Here the teacher hangs her wraps, and may keep a long skirt with which to replace her bicycle skirt. Most of the teachers of older pupils feel delicate about wearing, during the day, the short skirt necessary while on the wheel. A place to make the change seems necessary.

'Tis on the teachers' committee, however, that her value is the greatest. A close observer by nature, she

watches with a judicial eye the work of the teachers. If the trustee be a trained teacher herself, of so much more value is she to the schools. Not that I would discriminate against women without this special education. On the contrary, while I feel that one or more members of the board should, at some time, have been teachers, well trained for their work, yet, after all, members with special training along other lines form a fit complement to those who have had actual experience in the school room. This opinion is strengthened after observing my woman associate's work upon the board. A woman of rare good judgment, without experience in the public schools, either as a pupil or a teacher, a descendant of an aristocratic and conservative family, she has for four years given very efficient service on our school board. During this, her last year, unless re-elected, she is our honored president. Her devotion to the schools, her activities in every detail of their management, has been my inspiration. In her position as chairman of the teachers' committee she has acted wisely, justly and with an eye single to the good of the schools. In her interviews with candidates for the position of teacher she has, with a woman's instinctive discernment, accurately measured their capacity, and in accepting or rejecting, she has made but few mistakes.

A direct sympathy between the board as a whole and the teachers and pupils is the result of the frequent visits to the schools by the women trustees, and by this bond of sympathy the patrons of the schools are brought in closer touch with the teachers. The mutual benefit of this is apparent. The teacher better understands the children from acquaintance with the father and mother. The parents are many times converted from carping critics to enthusiastic supporters of the great system of modern education. Many a parent thinks a knowledge of the "three Rs" sufficient, and the time devoted to music, drawing, literature and kindred topics wasted. It is of untold help to the teacher, when her labor along these lines is appreciated and encouraged. Mothers' meetings are of inestimable importance in disseminating a knowledge of the purpose of our schools.

As the women of the board form a direct link between the board and the schools, so do they bring the parents and the board together. How much more natural and convenient is it, too, for mothers to consult the women trustees about the grievances of their children. Many a valuable hint is given by mothers which leads to improved conditions for the child's mental, moral or physical welfare.

This close sympathy between the teachers and the women of the board tends toward the amelioration of the teachers' social condition. In the larger communities the cogs of society's machinery have been running so long in certain grooves that the new-comers among the teachers are socially ostracized. That teachers need recreation goes without saying. That their culture is an advantage to the social life of any city is evident. But to be admitted to the charmed circles they require a social sponsor. Here the women trustees are again of inestimable help to the teachers.

We occasionally hear it urged that teachers are rude and uncouth, and that is why they receive so little attention. Happily for the children committed to their charge, boorishness is the fault of only a rare few. Such teachers, if employed by mistake, will, with women on the board, find their tenure of office short. Women, when estimating the value of a teacher, want to

"See, with eyes serene,
 The very pulse of the machine.
 A being breathing thoughtful breath;
 A traveler between life and death.
 The reason firm, the temperate will,
 Endurance, foresight, strength and skill.
 A perfect woman, nobly planned,
 To warn, to comfort, and command;
 And yet a spirit, still and bright,
 With something of angelic light."

One more advantage to the schools lies in the fact that women have no political wires to pull. It makes no difference to her how many votes the family represents. If the girl is a failure in the school room; if, after patient effort has been made by her principal and superintendent, she still remains inefficient, her woman employer will vote that her resignation be asked for. How many men on school boards, think you, are influenced by politics? How hard it is, too, for a man to deal a blow at his own business interests by turning down a daughter of a good customer! He knows that he will lose not only the patronage of this family, but also that of most of their relatives, neighbors and friends. A woman rarely has this direct interest in business. This conclusion is reached by observation of the social cuts, often made by the wives of many prominent business men.

In closing, permit me to pay a tribute to the board which I represent. And I can do this without the charge of egotism, because I have but followed in the footsteps of my associates, who, with but one exception, have been much longer in the service. I verily believe that no school board in New York state surpasses the one in the little city of Hornellsville. The

member who retired at the last school election had completed fifteen years of conscientious service, while the other two gentlemen are beginning the twelfth and thirteenth years, respectively. These men have always put the welfare of the schools ahead of personal interests. Conscientious, honorable and well-meaning, they have labored earnestly for the schools under their care. As the fruits of their labors the schools have steadily improved, till now they rank among the best in the state.

The women of the board have proved themselves valuable allies to the male members, and have ever received courteous treatment from their associates. Positions of responsibility have been equally divided. There has been one or more women on every committee. The honors of chairmen of committees are equally divided. Fortunate are the schools whose boards are made up of intelligent men and women who labor constantly for the welfare of the children, the comforts of the teachers, and the interests of the taxpayers.

Prison Made School Furniture.

By W. A. CHOATE, Brookview, N. Y.

In approaching the subject of prison-made school furniture permit me to say at the outset that I shall undertake to treat the matter fairly, not only as a patron of our school system and a school officer, but as a school furniture dealer as well—although from the latter standpoint I can hardly guarantee to waive prejudice altogether.

While this subject presents a very innocent appearance, at first glance, and might be treated briefly, covering perhaps the quality of the furniture turned out by the prisons, the prices at which it is supplied to schools and a few other features along this line, it will be my purpose to also turn a little light upon various other phases of the question which have come under my observation and which may, perchance, prove equally interesting.

With this prefatory statement I will now call your attention to the law, known as chapter 429 of the laws of 1896, which has created so much consternation in school circles throughout the state during the last two or three years, paralyzing to no little extent the business of some dealers and makers, nursing that of others and annoying school officials generally. The sections of the law, in effect since Jan. 1, 1897, which cover the pith of the matter in hand, read as follows:

Sec. 98. The superintendent of state prisons, the superintendents, managers and officials of all reformatories and penitentiaries in the state, shall, so far as practicable, cause all the prisoners in said institutions, who are physically capable thereof, to be employed at hard labor, for not to exceed eight hours of each day, other than Sundays and public holidays, but such hard labor shall be either for the purpose of production of supplies for said institutions, or for the state, or any political division thereof, or for any public institution owned or managed and controlled by the state, or any political division thereof; or for the purpose of industrial training and instruction, or partly for one, and partly for the other of such purposes.

Sec. 99. The labor of the prisoners of the first grade in each of said prisons, reformatories and penitentiaries, shall be directed with reference to fitting the prisoner to maintain himself by honest industry after his discharge from imprisonment, as the primary or sole object of such labor, and such prisoners of the first grade may be so employed at hard labor for industrial training and instruction solely, even though no useful or saleable products result from their labor, but only in case such industrial training or instruction can be more effectively given in such manner. Otherwise, and so far as is consistent with the primary object of the labor of prisoners of the first grade as aforesaid, the labor of such prisoners shall be so directed as to produce the greatest amount of useful products, articles and supplies needed and used in the said institutions, and in the buildings and offices of the state, or those of any political division thereof, or in any public institution owned and managed and controlled by the state or any political division thereof, or said labor may be for the state, or any political division thereof.

Sec. 103. The labor of the convicts in the state prisons and reformatories in the state, after the necessary labor for and manufacture of all needed supplies, for said institutions, shall be primarily devoted to the state and the public buildings and institutions thereof, and the manufacture of supplies for the state, and public institutions thereof, and secondly to the political divisions of the state, and public institutions thereof;

Sec. 104. It shall be the duty of the superintendent of state prisons to distribute, among the penal institutions under his jurisdiction, the labor and industries assigned by the commission to said institutions, due regard being had to the location and convenience of the prisons, and of the other institutions to be supplied, the machinery now therein and the number of prisoners, in order to secure the best service and distribution of the labor, and to employ the prisoners, so far as practicable, in occupations in which they will be most likely

to obtain employment after their discharge from imprisonment;

Sec. 105. The superintendent of state prisons, and the superintendents of reformatories and penitentiaries, respectively, are authorized and directed to cause to be manufactured by the convicts in the prisons, reformatories and penitentiaries, such articles as are needed and used therein, and also such as are required by the state or political divisions thereof, and in the buildings, offices and public institutions owned or managed and controlled by the state, including articles and materials to be used in the erection of the buildings. All such articles manufactured in the state prisons, reformatories and penitentiaries, and not required for use therein, may be furnished to the state, or to any political division thereof, or for or to any public institution owned or managed and controlled by the state, or any political division thereof, at and for such prices as shall be fixed and determined as hereinafter provided, upon the requisitions of the proper officials, trustees or managers thereof. No articles so manufactured shall be purchased from any other source, for the state or public institutions of the state, or the political divisions thereof, unless said state commission of prisons shall certify that the same can not be furnished upon such requisition, and no claim therefor shall be audited or paid without such certificate.

Sec. 106. On or before October 1st in each year, the proper officials of the state, and the political divisions thereof, and of the institutions of the state, or political divisions thereof, shall report to the said commission of prisons estimates for the ensuing year of the amount of supplies of different kinds required to be purchased by them that can be furnished by the penal institutions of the state. The said commission is authorized to make regulations for said reports, to provide for the manner in which requisitions shall be made for supplies, and to provide for the proper diversification of the industries in said penal institutions.

I sincerely trust that the law as quoted is entirely clear to you. Whether or not this be the case, I might say that the construction placed upon it by the state commission of prisons is simple enough and is substantially this: "We insist that all purchasers of school furniture for the public schools of the state make requisition upon us for such furniture as may be required, which we will either supply or grant a certificate allowing the purchase in the open market."

From whence did the bill enacted into this law emanate? I have good reason to assume that it can be traced directly to the prison commission. At this point I would call attention to the fact that school furniture is nowhere mentioned in its provisions. Was this an oversight if it was the original intent to swallow the entire patronage of the eleven or twelve thousand school districts of the state? I have been advised by leading members of the legislature which enacted this law that they never supposed its provisions could involve this industry. Whatever may be the reply to these queries, it appears that shortly after the enactment of the law a school furniture plant was established in Auburn prison and a deal made with the only school furniture company of any magnitude in the state whereby it secured the right to use certain patents and patterns for a term of years, paying therefor the sum of 25 cents per desk manufactured. Was it at all necessary for the state to incur this expense before it could embark in the school furniture business? The amount involved, in accordance with the statement of the prison authorities as to the capacity of the prison plant, is \$7,500 per year—30,000 desks at 25 cents per desk. Granting that the patents are valid, although they appear to have become common property, could not the state have produced and owned others equally as good for about one-half what it pays each year as a royalty? It has been publicly stated by prison authority that the deal was made partly with the view of disposing of opposition, from this company, to the manufacture of school furniture in the prisons.

Passing now from the origin of the law and the Auburn plant, what can be said of the quality of the furniture produced and the prices at which it is furnished to schools? As to quality, I admit that opinions may honestly differ. I have heard purchasers say that they would not accept from regular dealers such inferior goods as were supplied them by the prisons, and in fairness to the latter I will add that I have heard other purchasers express themselves as well satisfied with its product. That the prison department has sent out a good deal of crude and defective furniture, however, must be admitted. On the other hand, the same is true of many outside manufacturers employing cheap and inexperienced labor; and on the whole I am inclined to believe that the furniture as now turned out by the prisons will compare favorably with that of the general run of manufacturers. As to prices, it seems to me that they are exorbitant, in view of the fact that prison labor is not supposed to be an item of expense. The last prison schedule which has come to my notice calls for \$2.50 each for singles, regular, all sizes desks and rears, f. o. b. cars at Auburn, with a considerable advance for adjustables.

While the best furniture in the open market commands as high a price, I venture to say that any reputable manufacturer would be delighted to dispose of

his yearly output, cutting out the selling expense as in the case of the prison wares, at a much lower figure, and at the same time pay his labor a liberal scale of wages. Why this high price for prison goods? I will here offer a little correspondence with the warden of the Auburn prison. I recently made inquiries of him in regard to the number of convicts employed in this industry, the number of men not convicts so employed and their pay, the production for the last year, the full capacity of the plant, and other interesting features. I quote from the warden's reply:

"You must understand, first, that as the prisons are now conducted the industries are operated more in the line of trade schools, and as a consequence more men are employed than would be if they were being run merely for the purpose of money making.

"We have men employed on this industry as follows: Foundry, 53; machine and drill room, 25; woodworking room, 36; varnishing, 28; japanning and assembling, 18; total, 160. They are employed in about this number throughout the year. We have eight citizen employees (besides the prison officers) who are instructors and foremen. There are six officers. The instructors are paid, one at \$2.25 per day, four at \$2.50, one (foundryman) at \$3, inspector and superintendent of the woodworking department \$100 per month. Our capacity, now that the men are becoming skilled in the work, is 100 desks and seats per day. We have no difficulty in producing satisfactory goods; on the contrary, we are told by a number of those who have had our desks that the workmanship and finish is superior to the desks offered by others at the same or even higher prices. We have never had any complaints as to quality, after the desks were finished. . . . The only complaint that we now have is our inability to accept and fill all orders offered with the promptness desired. We are now being urged to double our capacity so as to be able to meet the demands made upon us by those who are conversant with the grade of work we are producing. The feeling that a year or two ago was so noticeable in regard to using prison-made goods has undergone a marked change, and our only difficulty now is, not in disposing of our product, but in making our product equal to the demand."

A little figuring on the basis of this communication shows an item of, say, \$6,500 paid for citizen employees. Add to this an item of 25 cents per desk royalty for the full capacity of 100 desks per day, or \$7,500, and we find that it costs the state fully \$14,000 for outside help and royalty to produce 30,000 school desks—or nearly 50 cents each. This includes nothing for clerical help in Albany, or other incidentals, which doubtless swell this estimate largely. Again, what can be said of the administration of the law before us, by the prison authorities, and of its reception by school officials generally? The feature of administration strikes me as perhaps the most important of any in this connection. Let us bear in mind that the law provides that the labor of the convicts in the state prisons and reformatories, after the necessary labor for and manufacture of all needed supplies for said institutions, shall be primarily devoted to the state and the public buildings and institutions thereof, and, secondly, to the political divisions of the state and public institutions thereof. According to the last annual report of the prison commission the prisons and reformatories are purchasing a lot of their supplies outside, and under this law they must first manufacture them before they can manufacture anything to be sold to a political division. Next, they must manufacture what is needed for use of the state and public buildings thereof. They must exhaust this market before they seek business from the political divisions. Are they doing this?

Passing this phase of the case, let us try to ascertain how the prison authorities dispose of the school desks produced by their plant. They claim a capacity of 30,000 desks annually, and have publicly estimated the consumption of the state at about 75,000 desks. Not one of these desks can be legally purchased in the open market, as they construe the law, until requisition has first been made for prison goods. In other words, they assume the right to hold up the purchase of 45,000 desks until they grant certificates allowing purchase in the open market. Is not this a dangerous feature of the law? Does it not afford an opportunity for favoritism, and if so, is it ever embraced? Is there any penalty for violation of the law, and if so, is it ever enforced? I will here offer a little correspondence with the prison commission at Albany. I recently made inquiries of the commission as to the number of requisitions made upon it during the year which could not be filled and for which certificates were granted allowing purchase in the open market, the number of violations for which any penalty had been imposed or an effort made to do so, the penalty provided, and also regarding the profit to the state from this industry. I quote from the reply of the secretary:

"I beg to say that the requisitions for prison-made goods are sent mostly to the superintendent of prisons, and I shall have to refer you to his department for the number of requisitions made during the year. When he is unable to fill a requisition he so certifies to us, and we issue a certificate allowing the purchase in the open market. We keep a book containing a copy of all these certificates. This book is a public record in

our office and open to your inspection. It would take very much more time than you give us to go through these records for a year and ascertain how many certificates were granted allowing the purchase of school desks, and I desire to say we have issued a great many certificates, as the requisitions for school desks during the past summer have largely exceeded the present capacity of the prisons to fill. No recent violations of the law on the part of school officers have come to our knowledge and there have been no prosecutions for violations so far as we know. A refusal to comply with this law is a wilful neglect of official duty, for which different penalties are provided for different officers. There is no special penalty for this particular law. All officers illegally disbursing public money may be compelled, at the suit of any person interested, or the attorney-general, to reimburse it. As we have not yet received the report of the state prisons for the year ending Oct. 1, we do not know what profit, if any, there has been in the school furniture industry during the past year. These industries in the prisons are not conducted so much for profit as they are to furnish productive employment for inmates. The prices on prison-made goods are not fixed, as you know, by the prisons, but by the state board of classification, consisting of the comptroller, the state commission in lunacy, the state commission of prisons and the superintendent of prisons. Our report last year contains full information of all industries in the prisons of the state. * * * I desire to add that the school furniture made in the prisons is of excellent quality, and, so far as we are advised, has given satisfaction to those who have purchased the same."

The law says that the requisitions must be made on the prison commission, while from this communication it appears that they are mostly made on the superintendent of prisons. This point may not appear essential, though it is my experience that it has been very convenient for these two departments to shift responsibility at times. It will be noted that no recent violations of the law have come to the notice of the commission and no prosecutions for violation have been made since the law took effect. From this statement may we not infer that requisitions for all of the 75,000 desks used in the state during the year have been made upon the commission? We need not go beyond the audience before me to discover whether or not this is the actual situation. Has the commission no facilities for discovering violations, or does it not regard it as worth while to attempt to inflict any penalty? With the view of emphasizing this feature of the question, permit me to touch upon personal experience in the matter, as only in this way can I speak with certainty. I would say, first, that for about two years prior to this season our company endeavored to comply with the law as construed by the commission, a fact which I am willing to submit to the commission for corroboration, the result being that we were practically cut out of business so far as the public schools of this state were concerned. Not a single certificate was granted during that time to school officers wishing to purchase our furniture. On the other hand, certain competitors were selling all around us and were never molested for so doing. I will not venture any reasons for this. I called attention of the prison authorities to a few of these cases, as a matter of self-protection and for no other reason. The result was simply that such cases multiplied and we were regarded as "informers" by certain school officials and cut from their list of bidders when making further purchases. Another result—we have this season ignored the law altogether, taking all the business within our reach, and without the slightest molestation thus far. In this connection a few sample cases of what might be termed "juggling" with the law may be of interest.

I have in mind one where several hundred desks were actually purchased and used for months before a certificate was even asked for. The purchase was made in defiance of the law and the prison authorities knew it; and yet, after all this, when the disbursing officer hesitated to pay for the desks without a certificate, one was asked for and granted. Another, where the purchaser asked the commission for a certain style of desk, not made in the prisons, and was told that the prison desk must be used. The purchaser declined to acquiesce in this view and bought desks in the open market for a large school. No harm came to the purchaser or seller over the transaction. Another, where the identical style of desk made in the prisons was bought in a lot of 500 from an outside manufacturer. The commission made a slight effort to thwart the transaction, and there dropped the matter.

I might extend this list at length, but will pass on, calling attention, first, to one instance where, I am credibly advised, a school board complied with the law by purchasing six or eight hundred school desks from the prisons, and then let the contract to a favorite local dealer to put them together ready for use, at the rate of 45 cents per desk. The dealer sub-let the work of putting up the desks at 8 cents each, retaining the other 37 cents for cartage and incidentals. I mention this case merely to show some of the benefits possible for the poor taxpayer to derive from this prison law.

Coming now to other stages of my subject. Is this law popular with the people and did they ask for it?

It strikes me that the facts already presented afford a conclusive answer, though I will touch this point again.

The prison authorities have advanced some very pathetic arguments regarding the cruelty of keeping our convicts in idleness, as an excuse for the law. I am inclined to agree that these arguments have some force, and if there is no better employment for the convicts than that of making school furniture, I would not deprive them of such employment; and yet it would hardly seem just to so favor the man who is put into prison as a punishment for crime at the expense of the honest and industrious man outside the prison walls. Perhaps it would do no harm to allow the convict a little idle time for reflection, rather than to treat him so royally as to induce him to return to prison, once discharged, at the first opportunity—which is often the case.

Is this law constitutional? Eminent authority declares otherwise; surely it is not exactly clear how the state of New York can prohibit the sale of any article, within its borders, on which Uncle Sam has granted a patent and permission to sell the article throughout his states and territories.

Now, why, as school officers, do we, or should we, oppose the prison furniture law? It has often been said that the use of prison-made desks in our schools presents an object lesson to the pupils which should be avoided. I doubt, however, whether the fact that the desks were made in prison will be generally known to the pupils. The quality and prices have been criticized and other objections advanced. It occurs to me, however, that the first reason why we oppose the law is simply that, as free American citizens, we do not enjoy being forced to buy what we do not want.

At our last annual meeting, in Poughkeepsie, Dr. Julien T. Williams, then our president, and who has had a school board experience extending over about forty years, made this statement:

"I have looked up the law bearing on this subject and do not find that it provides a penalty. The product of the state prison is not attractive. The circulars sent out by the prison authorities have usually found their way into the waste basket. To buy in open market offers a choice of modern goods. The prison goods are inferior. The law authorizing the prison to manufacture school furniture is ridiculous; but the law which directs the purchase of this product is presumptuous. You might as well provide that you must purchase your wearing apparel from the prison authorities. The law is inoperative. It is, however, a reflection upon the intelligence of the state. It ought to be repealed."

Other remarks were offered along this line, at the close of which the following resolution was adopted:

"Resolved, That the committee on legislation be authorized and instructed to take such steps and action as shall cause the repeal of the law that requires the school board of this state to purchase their school furniture and supplies of the state prison of this state."

What has been done since then, under this resolution? Nothing, so far as I know, owing to the serious illness of the chairman of our legislative committee all through the last session of our legislature. However, a good deal of commotion was, nevertheless, stirred up in this connection during the session, some allusion to which may be of interest. A bill was introduced by Senator G. A. Davis granting the right to purchase school furniture in the open market, providing such furniture be made by labor within the state. This bill, evidently prepared in the interest of the one school furniture plant in the state, was strongly advocated by school officials from all parts of the state, and also by labor organizations in strong force. It was likewise advocated by school furniture jobbers, who saw in it inducements for establishing other school furniture plants within the state. In addition to the large number of school officers and others who appeared at the public hearings on this bill, scores of letters and resolutions were presented favoring it. What of the opposition to the bill? Not a single person appeared against it at these hearings except state officials and employees. In due time the bill passed the senate by a vote of 29 to 11, and the assembly by a vote of 84 to 26, and in further due time it was killed by Governor Roosevelt, thus continuing in our prison department what might be termed a state "trust."

Speaking of trusts, it may not be out of place, as I think you will agree a little later on, to call attention to a corporation organized under the laws of the state of New Jersey in April, 1899, which probably controls the selling prices of 90 per cent. of the school furniture made in the United States, at least outside of the prisons. This corporation was organized with a cash capital of one thousand dollars, an authorized capital of ten million dollars, and provides for paying \$350,000 yearly dividends. One of the shining lights in this organization is said to be the company which draws the snug little sum from the state for the use of its patents and patterns in the prisons. Why did not the governor sign the Davis bill? The press report, the only one given to the public, states his principal reason to be because it was a bill "against the interests of the state and simply in the interests of a single firm of school furniture manufacturers, which is alleged to be in a school furniture 'trust.'"

Now, in the last annual message of the governor, dated Jan. 3, 1900, I find this clause under his item on state commission of Prisons: "Under the present laws none of the products of our prisons are put upon the market to compete with the products of free labor." After reading this I ventured to address the governor, calling his attention to it, and at the same time enclosing a copy of chapter 429 of the laws of 1896. A little correspondence led to a brief interview on Jan. 16, at which time he informed me, in his usual emphatic manner, that he was in favor of a law compelling all the schools of the state to purchase their furniture from the state prisons. Here you have an assortment of views, the fact that the Davis bill was killed in the executive chamber, and I will pass on again. I hesitate, by the way, to call attention just at this time to any feature of this subject which might be in the least misconstrued, assuring you that my only purpose is to show, as clearly as the facts within my reach will warrant, something about "where we are at" regarding this prison furniture business.

In drawing to a close, I may perhaps fairly be expected to submit some conclusions, and, briefly, they are these: I fail to find any good reason for assuming that the law is wanted by the people, but rather it appears to have been brought into existence through the efforts of the prison authorities and is now fondly nurtured by them and an army of employees, for which I would harshly criticize no one. Trusts, for instance, are to a great extent either good or bad, according to whether we are on the inside or the outside of them; and, doubtless, most of us would get a different view of this prison furniture picture if looking at it from the standpoint of the other fellow. However, the law, if any good, should be strictly enforced, and the prisons compelled to supply all the desks used throughout the state. Otherwise, it should be repealed, constitutional or not. Be done with it—and all its abuses. I venture to submit that the abuses of the law, rather than the fact that the prisons are making school desks, have stirred up most of the opposition, especially among regular dealers. If the prisons are to continue to make school desks, why not put the law in such shape that they must produce all the state can use and furnish them at actual cost, which should not exceed \$1.50 per desk, made by prison labor? This price would enable hundreds of small schools now using the soft side of a pine slab for a seat, or something no more comfortable, to put in modern furniture. Again, if not feasible to accomplish this result, why not repeal the alleged compulsory feature of the law? If the prisons can make good furniture, at the right prices, and they should, it would appear from the testimony which I have presented that they might run at full capacity without the aid of that feature. I doubt if any dealers in the open market product would seriously object to meeting the prisons in free and fair competition. I also doubt if school officials would care a rap how extensively the prisons produce school furniture if not compelled to purchase it, but rather are allowed perfect freedom in awarding their contracts.

I will not detain you further, except to say, as suggested at the outset, that in preparing this paper it has been my aim to fairly present to you such facts as seem to me pertinent to the subject in hand. While I might have put on a coat of varnish here and there, in omitting to do so I have intended no injustice to anyone, whether quoted here or not. The facts are plainly presented to you, as they have come into my possession, and as such I most respectfully submit them for your consideration and final conclusions.

Voice Culture in Public Schools.

By DR. MYRON D. JEWELL.

"The devil hath not, in all his quivers choice
An arrow for the heart like a sweet voice."

—Byron.

The above quotation is quite applicable and touches a keynote to which the soul of every educator should respond quickly and harmoniously like the strings of a well tuned instrument.

We are assembled today as a body representing the educational interests of the great commonwealth of New York. And we may rightly feel a just and laudable pride as we contemplate the high standing of her educators and the exalted attainments of her educational methods. No words of your essayist can more fittingly define the situation than these of Prof. Nicholas Murray Butler in a recent issue of "The Churchman." Prof. Butler writes:

"To one who has been touched by the breath of the new educational spirit, it is a joy to be alive. The superb idealism, the strenuous energy, the broad scholarship, and the confident optimism of the educational movement of today are as inspiring as they are contagious . . . and everywhere the lesser aims are being gathered up into the one great purpose to fit man, a spiritual being, for the full, rich life which is at once his inheritance and his opportunity."

To some this may at first seem an extremely optimistic view of the situation, but I fancy it will appeal to

and win the approbation of most of us when we survey the field at large. But with the gratulatory spirit that such eloquence engenders, comes the afterthought that we are far from perfect in some of the minor details; particularly the cultivation of the speaking and the singing voices of our school children.

To call your attention to what I believe bids fair to be a solution of the latter phase of the educational problem, is my apology for appearing before you at this time.

A certain writer thus quite truthfully describes our present position: "Americans do not offend the cultivated ear more frequently than in the use of the voice," and later in the same article, "A beautiful voice is far less often an endowment of nature than it is a result of training. It is time to lead a movement for the reform of the American voice."

There is perhaps no more striking evidence of refinement in the genus homo than a finely modulated voice. And, adversely, no amount of simulation can cover over or disguise that lack of true culture which a coarse, strident voice at once discloses. You remember how facetiously Swift puts it:

"A blockhead with melodious voice,

In boarding schools may have his choice."

It is said of the celebrated orator, Wendell Phillips, that he so mastered the modulating of his voice that it required no employment of gesture or dramatic posture to give power to his argument, but the correctness of his emphasis, the purity of his tones, and the skill with which he distinguished word from word by varying modulation, furnished him the power of commanding attention and swaying his audience without that fulsome gesticulation which is the apparent "sheet anchor" of less cultivated speakers.

The existing fact and the pressing need of its correction may not be apparent to the public mind, but to a person of any degree of refinement, a moment's reflection will bring to mind any number of individuals who possess voices such as Churchill aptly describes:

"His voice no touch of harmony admits,

Irregularly deep and shrill by fits,

The two extremes appear like man and wife,

Coupled together for the sake of strife."

One meets them in the street, sits under them from the platform, patiently endures them from the pulpit, suffers martyrdom at home, and, worse than all in its far reaching influence, patiently (or impatiently) submits to them in the schoolroom.

The primary object of all voice culture should be improvement in *quality* rather than *quantity*. And that system must be best which best accomplishes this end. Too often, in voice culture as at present taught, quality is sacrificed to quantity, whereas quantity being secondary will take care of itself. Beware of any system which estimates the degree of culture by the volume of sound produced.

A musical tone, in its scientific aspect, is a complex sound and consists not only of the fundamental tone which we all hear and which is made by the vibration of the musical string as a whole, but also a certain, definite series of higher tones made by the simultaneous vibration of the string in sections, which are called overtones; and while they are not apparent to the untrained ear, certain scientific instruments prove their existence. These overtones lend character or timbre to musical sounds.

A singer or speaker whose chief aim is to produce volume of sound is apt to work injury to the voice by unequally exerting the vocal apparatus through false and pernicious employment of certain so-called *extrinsic* muscles, and so subvert that simple action which nature intended. The result of this subversion is apt to be that some of the high overtones (harmonies or upper partials) become too prominent and thereby render the voice harsh.

The pure tones of a flute have few harmonies; the brass instrument many, which give to the latter its characteristic harshness of tone. In the human voice, when the fundamental tone is well reinforced by the resonance of the cavities of the head, and the harmonies are subordinated, the result is a round, pure tone.

Most of our large and some of our small schools now give attention to the teaching of vocal music. Pupils learn the value of notes, rests, etc., often they learn to sing in parts; occasionally they produce an effect really satisfactory. But when we listen to the singing in the average school, can we honestly apply to it the term *music*?

Music is defined, as a "succession of sounds so modulated as to please the ear." Do the sounds heard really please the ear? Are they not often so harsh and shrill as to be positively unpleasant? Music is one of the fine arts. The music in our schools, it must be acknowledged, is often very far from artistic.

To produce any work of art, the first requisite is an idea—an inspiration; the second is material in which to clothe the idea. In painting and the plastic arts, the artist brings to his aid the best colors, the best marble that he can procure, otherwise his work would be imperfect. The composer cannot choose his own material. The material of music is the voice or the instrument. The composer can only record his ideas in certain representative signs; he is dependent upon other persons for their interpretation; they change his silent

notes into living tones. If the voice or the instrument be poor or harsh in quality the result cannot be really a work of art without a high degree of cultivation.

In teaching drawing, rhetoric, etc., in our schools, the present ideals are high; we know what is good and we generally require our children to do the best work which their years allow. In regard to music this can hardly be said.

The material of our vocal music is lamentably bad. Comparatively few teachers seem to have even high ideals in music. A large percentage do not seem able to distinguish good from poor material. Of those who know what constitutes good quality in the voice, almost all believe that voice culture in large classes is impossible.

A few teach by example; children readily imitate a good voice. But real voice culture on a large scale is not only possible, but practicable.

I have lately heard demonstrated a method of training which is most remarkable in simplicity and result. It overcomes the two great difficulties hitherto felt in school singing. Children are generally either allowed to force their voices beyond all sweetness and in a manner to weaken their throats, or else they are taught to repress them so much that there is no room for enthusiasm and expression.

This is equally true of the voice as used in speaking and reading aloud. Many teachers confine their instruction to the exhortation not to speak so loud and so high.

Voice repression is harmless compared with voice forcing. But repression is not training, and we do not want things in school that are *merely harmless*, like corn cures "warranted harmless."

One great advantage of the method of voice culture to which I refer is that it takes account of the use of the voice as used in speech—in all recitations, in reading aloud and in conversation. It renders the harshest voice sweet in a remarkably short time.

The singing and the speaking voice are regarded as practically identical and their treatment together saves much time and trouble. The differences between song and speech are two: 1. The speaking voice is only about three-fourths as long as the singing voice; the highest tones are not used in speech. 2. The sliding of the voice up and down the scale is much more rapid in speech than in song. In speech the voice rises and falls without regular rhythm or real melody, and so rapidly that there is no suggestion of time. In song the voice lingers for an appreciable time on each tone which it strikes. *But the voice is one*; the same vocal chords, set in vibration by the same breath, produce tone for both speech and song.

The difference between a good voice and a poor one is mainly a question of relaxation. If the throat be relaxed—if only the intrinsic muscles (those within the larynx) be used, the voice is free and natural; if the throat be contracted—if the extrinsic muscles be called into play, the tone is pinched. The harmonies or upper partials are rendered too prominent and the result is a forced, harsh voice.

The aims of all voice trainers are to secure a relaxed throat and to get sufficient head resonance to produce a round, full tone. These aims seem to be very quickly and successfully attained by the new method—by these three simple basic rules.

1. Open the mouth wide especially on the high tones. 2. Sing *low in the throat*, that is, stretch it open as in yawning.

Begin to sing at the top of the voice and sing down the scale instead of up.

1. With many persons a weak, thin voice is the direct result of a half closed mouth: the tone is shut in—the sounding board cannot act.

2. Head resonance is secured by perfect relaxation. Often when singers try to "think the tone up in the head," the effort tends to close the passage from the throat to the nose and they fail to attain the very thing for which they are striving; the fundamental tone is not reinforced by the resonance cavities, because it does not reach them, and the shrill harmonies are heard too distinctly. To "think the tone" *deep in the throat* has a better effect with most pupils, with this idea they all succeed in gaining relaxation and the resultant head resonance.

3. To strain voices down rather than up the scale has several advantages: In singing up the scale each tone becomes harder because the tension is increasing; to start at the top, with a fresh breath and then just to lower the tone by lessening the tension, is comparatively easy. It is easier to pull an elastic band suddenly with the hands and to relax it slowly than it is to start with it loose and slowly tighten it, because, as the tension increases, the *fatigue also increases*.

It is also easier to open the mouth at once before beginning to sing than to gradually open it while singing up the scale.

Finally, a good, free quality of tone is more frequently found among the high tones which are not used for speech, than among the medium ones, which a majority of persons *force* more or less whenever they speak loudly.

The fact that high tones are needed for expressive speech, and that these tones are generally weakened by

being forced, makes it advisable to give special training to the high speaking tones, which are the medium tones of the *singing* voice.

It is a mistake to try to repress the high tones in speech, especially among children. High voices are not annoying *because* they are high; they are only unpleasant when they are also shrill.

Voices which never raise to high tones are monotonous and inexpressive. Children's voices, both in speech and song are higher than women's voices, and children should be not only allowed but encouraged to speak and to sing as high as they wish to.

A breathy tone is encouraged at first because the superfluous breath helps to expand or stretch open a throat which has been contracted. Later the vocal chords become strong enough to control the breath and convert it all into tone.

When a pure free tone has been acquired with the simple vowels, songs are given immediately, the pupils being urged continually to keep both mouth and throat open.

The speaking voice is trained by simply carrying out the same idea of relaxation when words are spoken. The effect is immediate and extremely good. This method, systematically followed in a school, can be so combined with slight singing and other recitations that only a very few minutes in each bell need be devoted to special voice exercises.

The children's speaking voices soon lose their harshness and their singing becomes an artistic success by this method which I have attempted to bring to your notice. And it is the firm belief of your essayist that no movement of recent years along the lines of educational work has promise of richer harvest. Its simplicity is one of its greatest charms and it is so practical that it can be acquired and taught by teachers of all grades.

Surely there is no greater charm than an agreeable voice, and it would seem to be a duty of all school boards to give this to the children under their care, and future generations will rise and call us blessed, for:

"The devil hath not, in all his quivers choice,

An arrow for the heart like a sweet voice."

The Relation of the Home to the School.

By H. ERNEST SCHMID, M. D., White Plains, N. Y.

The relationship between the two, which should be the closest, is unquestionably a topic of perpetual interest to all school trustees. The school is simply a continuation of the home, and the old Latin expression is significant of this fact, when it says, *in loco parentis*. There should be no clashing between the two, the home and the school. While both act in intelligent harmony, there will be none, nor any overriding of one by the authorities of the other, for we must not forget that parents' rights should be respected as long as they themselves are not under the sway of ignorance. But conditions *will* exist where the law itself must disregard the action or claims of ignorant parents. I mean, for example, the matter of a forced vaccination, or of arbitrarily debarring children from school, or of the severe restrictions imposed upon child labor. There legislation fortunately in many countries has stepped in and boards of education in faithfully and intelligently carrying out the wise provisions of such legislation must step in also, and that regardless of parents with utmost, yet courteous strictness, and wise and well-placed severity.

Let school trustees always place before them the incontrovertible fact, that they hold in their hands the destinies of the people for good and evil. You say, perhaps, that I magnify their importance? I reply, "not at all." Let us understand once for all time, that the real perils of a state are never material, but spiritual. You can read the truth of it in the downfall of the ancient nations. By building up then the spiritual, that is mind and morals, you make a people capable of enduring all material losses and temporary miseries, and of rising up and out of all such difficulties. You have made them see that a noble living is the one thing to be desired, the one thing above all sordid materialism, the one thing of which we obtain a clear after-insight into the heights to which our souls may reach.

What then is intrusted to our care? Nothing less than the education of the new generation! What a noble and a difficult task! The great German thinker and philosopher Kant said broadly, "the greatest and most difficult problem to solve, is education!" This is as true now as it was in Kant's time, for in our present days a tremendous and general desire for enlightenment pervades all classes of the people. Social science and political teaching have become a necessity. Public libraries, public concerts, public exhibitions, the opening to the public of art collections, and peoples' high schools, all demonstrate the desire for an education continued beyond that of the common public schools. How important then the task of parents to bring up their little ones properly, so as to make them fit for the teachers' hands!

(Continued on page 10.)

THE AMERICAN School Board Journal

DEVOTED TO

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SCHOOL BOOK BEGGARS.

The introduction and adoption of text books for the public schools, on the plan now in vogue in this country, may be said to be attended with more than one evil. The principal one of these, no doubt, is the tendency of the weaker school official to yield to influences not strictly in accord with the best public morals. Fortunately, these failings are exceptional and not common.

There is one form of abuse, however, which is almost as reprehensible as any which may happen in or out of the regular course of text book adoptions. Or, rather, there is one specie of culprit as detestable as is the commonest of bribe-takers. It is the school book beggar, the alleged school-master, who gathers his swag upon false pretenses and turns it into cold cash as rapidly as he can.

Like the dispensers of free railroad or theatre passes, the publisher is called upon for courtesies. He usually responds with a liberal hand, the assumption on the part of the giver being that the recipient desires to examine books with a view of making a selection for the schools. The proposition upon that basis is a reasonable one. The school official has a right to know the contents of a book before he recommends the same for adoption. The return of the book to the publisher, under these conditions, is not asked or expected. The school official has come into possession of the book by rightful means.

Should the teacher or school official, however, under a false pretext that the adoption of a new book was in contemplation, secure sample copies, his course would assume an entirely different aspect. The books thus secured must be considered as stolen property.

But imagine an individual away off in some "neck of the woods" ordering an entire series of common school text books, from a primer to a geography, from a speller to a history—simply to turn, upon receipt of same, the whole consignment over to a second-hand book dealer.

And yet this is not an infrequent occurrence. A Boston publishing house recently complied with a request of this kind, only to find, a few days later, that the entire package had been shipped to a New York dealer in second-hand school books. The recipient of the books had not even taken the trouble to open the package before disposing of it.

No fault can be found with the second-hand dealer of school books. He deals in a

class of goods which he must pick up everywhere and anywhere. He has no right to inquire of the seller how he came into possession of them. He must assume that the books are the honest accumulations of a dealer or a school official.

But the school book beggar is the real culprit and he alone is included in this discussion. He is not easily stamped out. The fact only that his existence is known could induce him to desist in his operations. Fear of exposure is the only preventative.

One of the peculiar features of the whole matter is: The publisher who has been duped out of a lot of books suffers a double loss. The books have not only been wrongfully secured from him, but are placed in the market by the school book beggar in direct competition to the publisher. The stolen books placed on sale reduce the publisher's sale to the extent of the theft. He loses both books and sales.

SCHOOL ROOM TEMPERATURE.

A discussion of this subject can only result in beneficial results. If school officials have hitherto occupied their minds with the various kinds of heating system to the exclusion of temperature regulation, it is because the latter has not been urged upon them with any considerable pressure. A busy set of men—busy in their several vocations in life—does not always find it convenient to give the time necessary for a thorough study of all the things that ought to go in or about a school house.

Temperature regulation in the school room, however, is a simple proposition. It requires no expert mathematician to measure its material advantages, or a medical expert to determine its hygienic qualities. A few things need only be considered. If the outdoor temperature is 50 degrees, and the school temperature should be 70 degrees, only 20 degrees of artificial heat is required to make the school room comfortable. Consequently the fuel expenditure should cover 20 degrees only. That which goes above this is waste and consequently extravagance. An open window to cool off an overheated room is an unwarranted waste of fuel. It is more. It is a sinful exposure of the school occupants to coughs and colds which may lead to serious results. No school board has the right to endanger the physical comfort and welfare of pupil or teacher.

But let us get back to the expense item again. The fuel expenditure should cover only the difference between the outdoor and the indoor temperature. This may vary all the way from zero up. Variation may be constant. The most attentive janitor will miss his firing by several degrees of the temperature desired or required. In the forenoon the outdoor temperature may be 40 degrees; in the afternoon 50 degrees. Consequently 30 degrees of artificial heat are required in the forenoon, and only 20

degrees in the afternoon. The janitor may anticipate the change in temperature. The chances are that he does not. The surplus heat has either escaped through the chimney with the janitor's aid, or through the school room window with the teacher's aid. A well-adjusted mechanical device would regulate the temperature from minute to minute without human aid, and regulate the fuel consumption accordingly. Even a few degrees of excess heat will make a vast difference in the aggregate of fuel consumption for the year. This stands to reason. Therefore an accurate adjustment of fuel consumption must effect a saving in the fuel expense.

The physical welfare of the teacher and pupil cannot be treated as a secondary consideration. In fact, if it is admitted at all that hygiene is a factor in school room temperature, it follows that it is one that must precede monetary considerations. Therefore, if it will effect an actual saving in dollars and cents, sufficient to pay its installment in a few years, the advantage is a double one. Were this not the case, the hygienic proposition involved would alone be sufficient to warrant a recognition of the advantage derived from a heat regulating device.

FREE LECTURE-COURSE SYSTEM.

Twelve years ago the New York board of education arranged a course of free lectures for the people, covering subjects as follows: Physiology, Hygiene, Physics, History and Political Science. The lecture system then introduced has been continued each year and has proven not only a phenomenal success, but a most helpful educational adjunct to the public school system. The control of the lectures is in the hands of a supervisor, Dr. Henry M. Leipsizer, a practical educator of wide experience and excellent qualifications.

The lectures are attended mainly by the working classes, whose intellectual advantages are limited, but who long for a broader education. To them the lectures become the gateway to a wider and richer life and a guidance which fits them to perform the duties of life more properly.

Every city board of education in the United States ought to establish a system of free lectures similar to that in vogue in New York City. The expense would not be great, as patriotic men and women can be found in every community who would be willing to read papers, deliver addresses or lectures on subjects of general interest. Of course, some of the lecturers would have to be paid, but then the public would cheerfully meet the small extra tax assessment for this purpose, as they could readily comprehend the enormous good that was being accomplished thereby. The people never object to paying taxes if the money that is taken from them is used wisely. In all our cities we have splendid school buildings representing an enormous investment, and



A daily scene in the Board of Education rooms, Chicago, during the autumn months.



President J. M. Green, of the N. E. A., busily gathering program material for next year's meeting.



How the slowness of superintendent of school buildings at Providence, R. I., is described by his critics

which, from an economic point of view, do not render sufficient service to the public who pay for building them. It would seem to us that the people would most gladly consent to permit their use to an enlarged and comprehensive educational system by which the adults of the community might be benefited.

The following advantages, it may be urged, would follow the establishing of a free lecture-course system: (1) It would prove a school of instruction to thousands who otherwise receive no mental stimulus; (2) it would serve, to a multitude, as the means of high-class, refining entertainment; (3) to many the lecture room would offer a social center for the renewing of old acquaintances and the forming of new ones; (4) to the more studious the lectures would be of special value, both on account of their intrinsic merit and because of their educational suggestiveness.

A distinguished educator has said: "We cannot hope to educate our people, as the citizens of a democracy should be educated, until systematic education becomes a part of the life work of every adult in the community."

In our opinion a free lecture-course system would, to a great extent, accomplish this.

ATTRACTIVE SCHOOL BUILDINGS AND SURROUNDINGS.

Duties that fall to the lot of school board members are varied and numerous. One of these duties is to see that school buildings and their surroundings are of such a character as will inspire both the pupils, attending the schools, and the community with a pride in their educational institutions. This is often entirely overlooked by school directors. A. H. Brachey, of the Louisville, Ky., board of education, realizes the importance of having attractive school buildings and surroundings, as will be seen from the following, which is culled from a report made by him

on retiring from the presidency of the board. He says:

"The most attractive building in any community should be the one provided by its citizens in which to educate its children. The house, both inside and outside, and the yard which surrounds it, should be a source of pride to both parents and children.

"School yards paved entirely with brick do not appeal to the gentler nature of the child, nor do they have a tendency to cultivate the respect and care that a beautiful grass plot of flowers excite. The condition of too many school houses and school yards is such as to appeal to the destructive element in a child's nature. The boy almost delights in defacing in some way the building or its furniture, because their dilapidated appearance seems to suggest that they have outlived their usefulness. There is nothing in the appearance of either to appeal to his thoughtfulness or to inspire his care. They stand in the same relation to him as an old worn-out plaything, or his old clothes, fit only to be thrown away. He sees nothing in them to be cared for.

"But a neat and attractive house and a well-kept yard touch his better nature and inspire in him a desire to see them always so. The average boy would resent any at-

tempt to deface a beautiful school building or the furniture contained therein, as he would any attempt to soil his new coat or injure his new skates."

The foregoing is true and school directors, if the least progressive, should not be slow in endeavoring as fast as their financial affairs will permit, to beautify the school buildings and their surroundings.

The New York State Democratic platform contains the following plank on school policy:

"We recognize in the existing process of appointment and removal of the teachers in the public schools of the state a constant menace to the well-being and effective service of instructors of our youth, and a detriment and obstacle to the progress of their pupils; and we pledge ourselves to the enactment of a tenure of office law that shall correct the present conditions, and we deprecate the tendency manifested by the Republican party of dragging the public school system of the state into politics."

Boards of education should not fail in providing adequate playgrounds about school buildings when they decide to erect them. A school is not complete without its playground. It is a pathetic sight to see children turned into the street during recreation hours because there is no other place for them. Such a spectacle ought not to be permitted in a thoroughly civilized community.

All honor to a school board that can lose sight of favoritism and friendship and vote only and solely for the good of the schools.

The man with an axe to grind should have not place on a school board. Personal politics or petty spite should be kept out of school matters.



The American School Board Journal is awarded a bronze medal by the Paris Exposition (Educational Department).

The Relation of the Home to the School.

(Continued from page 7.)

Do you, my fellow trustees, perhaps most of you parents yourselves, ask me in what way this can be done? I would answer you promptly: "First of all by cultivating your own minds." It is the ignorance and want of knowledge of parents that prove too often most productive in the creation of friction between home and school. Complaints of matters pertaining to school, made by parents to trustees, are, in most instances, from that class of parents. Let me beseech you, fellow trustees, to be careful how you listen to and encourage such and all faultfindings. Let not private reason, such as friendly influence (which should be banished forever from educational councils) induce you to swerve one inch from the plain and straight path of a manly man's duty, which in this instance would be, to investigate impartially and dispense strictest justice. It is my long adopted rule (long, I say, for I've been president of my local school board for over twenty years) to stand first of all by any teacher in whose ability and character I have learned to trust.

This matter of friction then between home and school, this faultfinding mostly expressed by the good mother in behalf of their children, brings me once more to a point, always a pet one with me, as those of you may have recognized, who hearkened to my paper read before this association at Poughkeepsie, namely the importance of giving our women the most advanced education. If I am asked why I introduce such a topic here, I will answer by in turn questioning, "Who has the most, nay, frequently all, to do with the bringing up of the child?" The mother, of course. How common the fact that the father often does not see his child awake except on Sundays. To whom then does the inquiring child appeal for help in everything, be it school-work or individual investigation, but to the mother? The mother then, should be so highly educated, as to give assistance to her child in all ways. The idea has been advanced (and I read some views of this nature only lately in an excellent journal) that too high an education unfits the girl for the simple getting married and bringing children into the world. And this same journal advanced the farther suggestion, that it did not matter for women thus advanced in culture, could remain single, and make themselves useful by teaching and in other professions. I differ from such a view totally. Nature meant women to bring forth children, else would the human race die out; but nature meant the human race to be a progressive one, so that the mothers of every succeeding generation of men, should be more and more highly educated, to keep pace with the brighter and brighter successions of off-spring. Nature furthermore has shown that the intellectuality of the mother descends upon the child far more commonly than that of the father. It is a pretty well established fact, that men of distinguished intellect almost invariably have been blessed with mothers of uncommon brain power, while their fathers have generally been of an unimportant type. Again, we notice that the children of distinguished men scarcely ever are of a like intellectual development as their fathers, and the opinion has been pronounced undoubtedly justly, that is so because great men rarely marry intellectual women. This is an unfortunate fact and will often result in unfortunate consequences for the individuals concerned. How beautifully a congenial and cultured companion may assist her husband intellectually, I will show you by a little story about the wife of the great French historian Michelet. Before his historical work was finished and while he was writing it, he was very poor. Yet his devoted wife wanted him always to be well dressed. So at night, while he slept, she washed and ironed his linen. In the forenoon, her housework done, she spent a couple of hours in an adjoining park watching the birds. Then she would come home and write down her observations. Michelet would read, correct and publish them under his own name with great success. In fact, many people knew and still know him only as the supposed author of the book called "The Bird." Yet his wife, soon learning his style, so wrote after a while that he had no more correcting to do. She won praise for him and bread to eat, and she was satisfied and happy because her beloved was honored. What mattered it to her that he was so at her expense! Oh, magnificent and glorious illustration of the sublime self-abnegation of a truly and deeply loving woman! No man would be capable of a like action. And it is no uncommon one, for do not many of us know of wives "who are totally unsuspected, the power behind the throne?"

Don't let us ever join in this unjust opinion, that it is beneath a most highly educated woman to bring forth and rear children. The greater her knowledge and culture the more she will realize divinity of the mission, which has fallen to her share. For the coming generations of merchants, lawyers, statesmen and savans will owe their individual excellency or deficiency to the impress left upon them by the mother's early influence. I said their excellency or deficiency, for the mother's influence can be for evil as well as good. Hence while she can, does aid the teacher, if wise and good, she can also create for him endless miseries if otherwise disposed. To me there is nothing more akin to

the divine, than the close, responsive and affectionate devotion that exists between a cultivated mother and her adoringly loving child. Such relations exist—I do not simply idealize—and the more educated our women, the more such cases will we find.

Every intelligent mother knows her child better than any one else. She can point out its peculiarities and failings, its cleverness and aptitudes better than any one else. Then let her go hand and hand with the teacher, who only then is of true value, when ready and desirous of studying each individual character in the class. This shows conclusively how much help the mother will give, if in close and intimate touch with the teacher. But on the other hand how damaging can be the actions of ignorant father and mother, who, while having acquired only the most rudimentary education themselves are constantly belittling the new and progressive strides which are brought into the curriculum of life in schools. I will mention here for example the subject of physiology, the science which teaches the functions of the uses of the various parts of the body. A certain amount of this knowledge is of vital importance, for by it the pupils learn to know how to avoid injuring the bodily health; how to escape disease and perhaps even death, as this may come from breaches of physiological laws. Were these better known and obeyed we would find more healthy men and women in middle life. I ask you, can larger elements of happiness be found than sound, vigorous health and its invariable accompaniment of high spirits? To teach how to maintain them therefore is of the highest moment. To make pupils understand and comprehend its general laws and their bearings on daily conduct is an all-essential part of the school's teachings. This being a fact, can any one doubt any longer the importance of knowing something of physiology, when such knowledge becomes of highest value in our daily directing and controlling the lives of our children? And I ask you, do you not see how you may unknowingly undermine year by year the constitutions of your children? Are not many of us utterly ignorant of its simplest laws? A special danger lurks in the deplorable fact that many of these evils, arising from sins against physiological laws, may take a long time before they rise into prominent view. I have seen poor consumptive children kept in hot, close, stuffy rooms, "to keep them from taking cold," when they should be thrust outdoors, well clothed, to fight for life in the pure, sweet, oxygenized air of heaven; when they should even sleep outdoors, if such could be arranged. The latest experience in the treatment of consumption show how no remedial measure can be compared in good results with the simple living outdoors. Before physiology was introduced into schools, not a word of advice and instruction was given to girls as to the probability of their becoming mothers in time. They were left to the mercy of a chance discovery or the more fatal information given by ignorant nurses or prejudiced grandmothers. I say then that the knowledge of physiology has a great deal to do with the fate of the coming generations. And I say, if there be any school trustees who know nothing of it let them be careful not to ridicule what they do not know. The physical education of the young is a point which comes to my mind naturally while speaking of physiology. Let us not regret any time spent thus in our schools. I have had a girl sent to me with a note from her mother, asking me to write a certificate to excuse the child from gentle calisthenic exercises, calculated to strengthen the back, because it made her back ache. It did in reality, but only because the muscles of it had never been used, and the very exercise which she asked to be excused from was intended to make her weak back strong after a while. A girl whose physical nature is made strong, robust, by such a course of training becomes self-reliant and does not lose her head in moments of danger.

I spoke of the teacher's need of studying the individual character of each pupil and not adopting the old routine treatment of taking for granted, that, because a certain number belong to a grade therefore they must all be alike and handled alike, and the very same results expected from all. This is specially important, when fully grown boys and girls are in the same class, a condition, to my mind, altogether wrong. There is no question as to the mental equality, but it is dangerous to forget the different natures of the two. From overlooking this, incurable ills might come to the girls, when made to strive in the same way as the boys. The difference in their physical natures forbids it. Let me now turn from the physical training to that of the mind. How much mischief is done there to the growing offspring! Does it ever occur to you how mothers and fathers, while properly and strenuously insisting on truthfulness in their children, constantly set them examples of untruthfulness? You are amazed! You don't believe me! Yet, do you fathers here present remember how many times you threatened your child with punishment which you never inflicted? Again, how many times you admonished your children to practice self-control while you yourselves have become angry with them and scolded them in your anger, scores of times when their actions did not call for such an exhibition of temper? "Now, Johnnie," said an irate mother, after she had given her little son a good trouncing, "do you thoroughly understand why I have

given you this whipping?" "Yes'm," said the sobbing boy, "you're in a bad humor, because you had a scrap with pa this morning and you've got to take it out of some one before you feel better." Again, I would say to all who send children to school and endeavor to bother boards of education with their views: have you ever learned anything at all about psychology, the science which teaches the laws of the mind? It is the most difficult of all sciences, and yet so needful in the right guiding of children in intellectual ways. Some acquaintance with its first principles, some rudimentary knowledge of it at least should be acquired by all whose task is to rear and guide the young. I have heard parents sneering at the teaching of botany. Yet, what beauty does it disclose for its students! I have come upon a lot of young men playing poker on a beautiful morning, just to pass the time away. Had they been taught the glories of plants or the interest that lies in fossils, or the poetry of the microscope, or the aquarium with its seaside plants and animals, would they have left the charms all around without and gone inside to play poker, just to pass away the time?

I think the great usefulness of the kindergarten has now become pretty generally appreciated; but I doubt if many have learned to understand its true value. It is not merely to get the children taken off busy mothers' hands (which, to be sure, was the original idea in starting these institutions in Germany) but the grand object achieved is to teach them early habits of strict and close observations.

I think you will not regret hearing from me a few examples, actual occurrences, of the value of close observation.

There was a young man, who lived a good while ago, in the then great city of Babylon. Becoming dissatisfied with his life there, he retired to a lonely place upon the banks of the Euphrates, where he became a close student of plants and animals and discovered in consequence a thousand peculiarities and curious things where others saw nothing unusual.

One day a finely bred horse of the queen strayed off and one of her body servants, in looking for it, went to him for information, who began, "A fine runner, five feet high, with small hoofs, a tall three and a half feet long, carrying a bridle with a bit of gold of twenty-three karats, and shod with shoes of silver?"

"Oh, tell me, where has he gone?" excitedly cried the messenger.

"I have heard or seen nothing of him," he quickly replied. Of course, he was at once suspected of having stolen the horse and was about to be executed, when luckily the horse was found. He was then asked how was it he could give such accurate description of a beast he had never seen? This was his explanation: One day he observed in the sand the tracks of a horse's feet. They were all the same long distance apart, which showed he must be a fine runner. In an avenue of trees, through these tracks led, the dust had been whipped by the horse's tail from the trunks of the trees at a distance of three and a half feet from the center of the hoof prints, ergo, the tail was three and a half feet long. Broken off branches and leaves at a distance of five feet from the ground, demonstrated the height of the horse to be five feet, for they had been broken off by him as he galloped through the avenue. The bit of the horse had been knocked against a rock—used as and called in those days a test stone—on which it left its marks, which showed to the quality of the metal. Finally he gained similar information from the impression of the horse's shoes upon the rocks. Wonderful degree of powers of observations. I cannot refrain from telling just one or two like stories in which the observer came to grief. A clinical professor stated to his class that he was able to recognize certain conditions of patients by merely examining their teeth. A woman was under examination, who after a while innocently took out her false teeth, which the professor had taken for genuine, to have them handed around, that all might examine them more closely.

Not less amusing and instructive is the case, where a large number of medical students were examining a man who had a clearly pronounced lesion of the heart, with a decided dilation of the pupil of the left eye. All kinds of theories ventilated as to the meaning of this incomprehensible combination, when the man said very quickly that it was a glass eye.

Habits of strict and close observation acquired in the kindergarten show all the way through school and life.

And in this again does the present system of teaching entirely cast off the old damnable learning by rote. No doubt, some of you have heard old fogies say, "We learned that way when we went to school, and we don't see why it is not good enough for our children." Short-sighted men and women! Are all things with and around us as they were thirty years ago? Do we ride in the stage coach to New York in these days? Do we use the trolley nowadays or prefer to walk to Mamaronck or Tarrytown or any other place reached by trolley? Shall all things change and progress except methods of education? Besides, this old system made more of forms and symbols than of the things symbolized. The spirit was sacrificed to the letter. If one could only recite the words correctly, it was sufficient. An advance came when things were taught by rules, but even this method was imperfect because cases coming

up to which no rule could be applied, the student was found at his wits' end. Finally, the teaching by principles was evolved and it proved the one true, all-wise system.

The present method of education has another feature which "old fogysm" is apt to sneer at; I allude to the aim to make the acquiring of knowledge pleasurable rather than disagreeable or painful. This is according to a hint taken from nature, where the rule exists, that the gratification accompanying the fulfillment of needful functions serves as a stimulus to their fulfillment. Who would be willing to eat three meals a day if eating were painful or disgusting? If then nature sets this example in physiological actions why should we not imitate it in the psychological.

To tell pupils everything without leaving aught to their own finding out would lower the intellectual work. The very word "educate" means to lead forth, to draw out. Therefore lead pupils on to make their own investigations and the references drawn therefrom. Tell them only little and let them taste the joys of discovering much. But especially impress all with this true fact, that far higher aims exist than mere money making and that nothing is greater than the acquisition of the pleasures, which poetry, art, science and philosophy bring to their votaries.

I have touched upon many subjects relating solely to the bringing up of the child at home. I have done this, because the proper management there fits the child so much better for the hand of the teacher. Let me tell you right here to be careful what you advise parents to do, when a child comes home from school with a grievous tale of a wrong done to him or her by the teacher. Listen calmly without taking sides and then say to the child: "I will call on your teacher and hear what she has to say." And go to her? Do not fly at once into a passion and think your darling has been maltreated. Do not think your child a veritable angel. Children have much more of a bit of the devil in them than of an angel. Watch them, as I have often done, I who love the little ones dearly, and you will see how true this is.

One point for all this I cannot urge too strongly upon your earnest reflection. It is this: Do not punish the wrong-doing child with corporal punishment if it can be at all avoided. A child which is beaten for every wrong becomes warped in its entire moral nature. It learns to look upon the punishment as the full and complete expiation, the complete wiping out of its wrong acts. Rather let it learn the natural consequences of a transgression. If this be not enough withdraw your affection from it for a time—but if you threaten punishment (as I mentioned above) keep your word and do not let the child discover that you have told an untruth by not doing what you had said you would do. If you treat a child roughly it will in turn become rough. Savageness begets savageness—but love begets love; and above all do not expect too much from the poor little ones.

Finally, I revert once more to what I started at the beginning, and what applies to both parents and teachers: Let both strive to educate themselves more and more. Nobody can bring up or teach children successfully who is not constantly improving himself. The teacher who knows no more than just the lesson he teaches is of but little account.

Another injunction I would bring to you: Do not permit children or pupils to be overworked. Nature is a strict accountant and whatever is taken from her beyond her limit in one direction she is bound to reduce in another. Think of the work she has to do in the growing child and pupil!

If no heed is paid to this, the result will be an undermined constitution, enfeebled energies, morbid feelings. In fact, a Wordan degenerate.

The cramming system has much to answer for in that direction, and what a wretched mistake it is altogether; for mere accumulation of knowledge is nothing; it must be digested and completely absorbed. Somebody has said very strikingly, "You want no intellectual fat but muscle—muscle of the brain as well as the body."

Before I close I would say just a few more words of entreaty to you. Do not let yourselves be dismayed at apparent failures to reach the ideals which we all strive to convert into realities. There is something divine in all true ideals, and though we may not realize them always, and though we may at times seem to be bound to drift into depression and despair, do not, in spite of all threatenings, fall into the errors of pessimism or the still more wretched moods of skepticism, but rise to the sublime faith in a final success, which is bound to carry you supremely over all difficulties to victory at last. It would be a perilous state of things if men lost faith and hope in the possibilities of achieving the highest things. What would become of our educational institutions, if we were to cease in our efforts to bring them to a higher and higher plane, because the progress in that direction appears often slow and our highest ideals still far from being realized.

And having said all this to you, let me ask you that when you and I shall leave this hall we will go home with the firm resolve that we will do our best to raise and educate and cause our constituents to raise and educate their and our sons into vigorous, intelligent and intellectual men, who will still more purify the free

institutions so dear to our fathers and ourselves—and our daughters into women with sound bodies and cultivated minds, who, when they shall enter the married estate, will not look upon probable motherhood as a nuisance or a thing to be avoided, but as the most divine mission bestowed upon human creatures by almighty Love.

The High School and College Entrance.

By JOSEPH BEAL, ESQ., Oneida, N. Y.

From choice, I have taken an old subject which is ever new, the subject of the high school and college entrance requirements. Teachers' Associations throughout the length and breadth of this land have debated this question and formulated opinions; college conferences have deliberated upon it for years in succession, and yet the question is unsolved.

In June, 1896, a writer in the "School Review" in speaking of this subject said: "There is no educational subject before the American people requiring more serious attention, demanding a calmer discussion, greater wisdom, a keener appreciation of the trend of present civilization and a loftier spirit of altruism than that which relates to the American system of education which shall be consistent with psychic law from the kindergarten to the graduate school of the university."

"The public high school can become a link in the golden chain of our American system of education only when the colleges begin where the best high schools leave off; otherwise the gap between the common school and college must be filled by private schools, patronized by the children of the rich, and the sons and daughters of the great middle class must be deprived of the benefits of a higher education because, foresooth, they have failed to fulfill some specific requirement of the college they would otherwise enter. I have faith, however, that these conflicting requirements will be harmonized, their incongruities removed, so that we may in the near future have a unified system of education from the kindergarten to the graduate school of the university, which will give to every child, without let or hindrance, the right of way for such an education as will best develop the power with which, in a plastic state, it has been endowed by the Infinite Architect."

At a meeting of the department of secondary education of the National Educational Association at Denver, in July, 1895, this question was presented by Professor Jones of the university of California, and it was there considered that the most pressing need for higher education in this country, is a better understanding between the secondary schools and the colleges and in securing uniformity in regard to requirements for admission. A committee of ten was appointed to report a plan for the accomplishment of this end. The committee made an exhaustive examination of the subject and invited the co-operation of many associations and societies, and their report with the special reports attached, made in July, 1899, makes a pamphlet of about 180 pages.

Secretary Dewey, in his annual address before the Associated Academic Principals, at Syracuse, in December, 1898, said: "In the past many students have been compelled to take a special course of one or two years in a fitting school in order to be admitted to college. In the west, it is the accepted function of the high school to prepare for college; but in the east our colleges have taken a great majority of their students from fitting schools and academies. Our secondary schools should give the best education they can in four years, and a college that will not admit to a degree course a student who has successfully completed a four-year course in a secondary school of good standing might better and will have to go out of business, for the country is full of colleges that will do it and the number is increasing every year."

One great difficulty in arriving at a satisfactory conclusion in this matter has been that the colleges themselves have not agreed as to entrance requirements; nor have they agreed as to what should constitute a degree course, and the result has been that the same degree course in different colleges stood for entirely different standards. It has been practically impossible for any high school to fit students for all courses in all colleges. This difficulty has been recognized, and an attempt made on the part of the colleges to overcome it. Several conferences have been held at the invitation of Columbia college where this matter was deliberated upon. At a meeting of the Association of Colleges and Preparatory Schools in the middle states and Maryland, held at Trenton, in December, 1899, definite action was taken in this regard. The conference resumed at Columbia university in May last and a plan was agreed upon, which is a long step in the right direction. The plan, briefly, is that a college entrance examination board be organized and a statement of subjects in which examinations are proposed, be promulgated. At this conference nearly all of the colleges of the middle states and Maryland were represented, and the action marks a definite advance in this question. The first examination is to be held on five consecutive days during the fourth week of June, 1901, in the following subjects: English, History, Latin, Greek,

French, German, Mathematics, Physics, Chemistry, Botany and Zoology. It seems to be definitely determined that Freshmen are to be received after passing examinations instead of upon certificates. The list seems to require very advanced work for the high school student. In History—Ancient, Mediaeval and Modern History—English History, American History and Civil Government. In Latin—Caesar, Cicero, Nepos, Sallust, Ovid and Virgil. In Greek—Xenophon, Homer, Herodotus. Sight translations are required in both Latin and Greek; both the elementary and intermediate French and German are required. In Mathematics—Elementary Algebra, Advanced Algebra, Plain Geometry, Solid Geometry and Plain Trigonometry. In Physics, Chemistry and Botany and Zoology the outline has not yet been published. With this high standard confronting us the problem is, what shall the high school do in regard to meeting the requirements? My own position, frankly stated, is that I believe the high school should do the work. Of course, there are very many matters of detail which I am not ready to accept, but I believe the high schools must accede to the college position rather than fall short in the exercise of what I believe to be their legitimate function.

So far as I am aware, this school board association has never discussed or taken action upon this question, and it is my purpose to briefly present the matter to you, hoping that some good may come from it if we are able to contribute to the solution of so vital a problem, believing that boards of education should have a voice in this matter, and laymen constituencies be represented at these conferences. You are a factor.

The high school in its present work, scope and character is a modern institution. Within the memory of the present generation there were academies and seminaries all over this state maintained as private institutions which were doing the work intermediate between the common school and college. In a large measure these private academies and seminaries have been merged in the high school or have passed out of existence. The survivors are mostly denominational schools and some private schools presenting exceptional advantages. The high schools of the state now number over 500 and their number is rapidly increasing. They have had the fostering care of the regents, have won a warm place in the affection of the people and have justified their existence. Great as has been the work and satisfactory along certain lines, greater demands are to be made upon them. The logical conclusion would seem to be that they should take the place of the private institutions which they have displaced in doing the intermediate work between the common school and the college. As it is, our educational system presents two singular breaks or gaps. A child is supposed to enter school at the age of six years, pass eight years in elementary grades and then enter the high school. As a matter of fact, the elementary grades do not fit the average pupil for the high school, and a gap of about a year has to be filled in for most institutions, except for pupils of exceptional ability. The four-year course in the high school then falls short by a year or two of fitting for college, and the second gap occurs. In theory, it would seem to be easy to close these gaps and present a unified system of education covering the whole educational period of common school, high school and college, but in practice the question has waited for the master hand. Various solutions have been offered, like extending the elementary course and lengthening the high school course, but these suggestions have not been kindly received. The colleges have advanced their entrance requirements and made the problem more difficult.—Pres. Lowe. My own opinion is that it is possible to do the quantity and quality of work required within the time already prescribed, but I believe that the remedy must begin in the elementary course. Too much time, it seems to me, is consumed in elementary subjects and in an attempt to give advanced subjects to young pupils, the excuse for the advanced subject being that a majority of students never pass beyond the elementary grades, and if they do not receive the benefit of these subjects then they will never receive them. The practical difficulty is that the child is too immature to be benefited and the time is wasted, impossible to crowd into first eight years of child's school life. The course from kindergarten to college should be consistent and without repetition, and so arranged that the best for which the child is fitted be given him, so that at whatever stage in the course he leaves school he has had the benefit of the best education possible up to that point. The teaching of arithmetic can be much shortened and simplified by the introduction of the simple equation, teaching of short methods, the exclusion of problems introduced in the middle ages under the pretense of discipline, and the teaching of practical matters useful in every stage in life. The subjects of geography can be made more interesting and useful by the omission of a large amount of detail burdensome to the young pupil and not yielding benefit commensurate with the labor involved. In reading, more attention should be given to the interpretation of the thought, the taking of the thought from the printed page. In history biographical studies. Nature study should be insisted upon as the best method of teaching close observation, awakening interest, and

(Continued on page 14.)

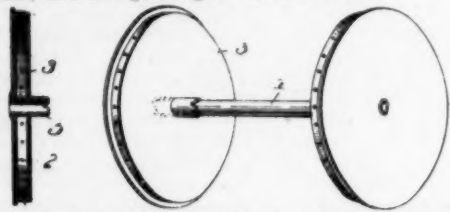
Patents Granted.

WRITING-TABLET. Michael J. Green, New York, N. Y., assignor to Blanche M. Green, same place.



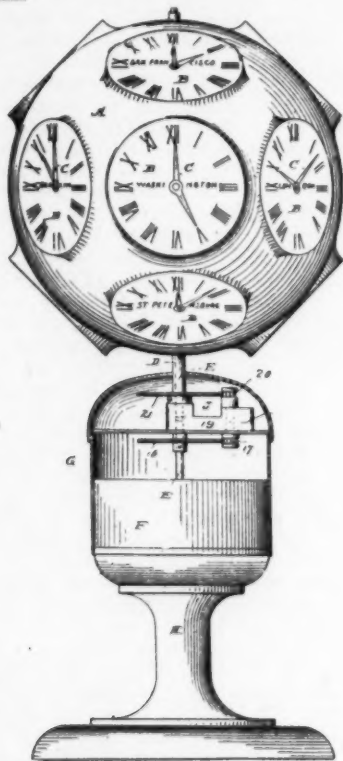
A writing-tablet, for use in teaching writing, comprising a base having longitudinal loops at its ends which are adapted to receive a "copy-slip," beneath which slip and upon the base a writing-sheet may be placed and progressively moved as each line is filled, so as to present a fresh line immediately adjacent to the copy-slip, substantially as described.

APPARATUS FOR TEACHING DRAWING. William Bridge, Heaton Mersey, and Peter E. Trainer, Gorton, England; and Bridge assignor to said Trainer.



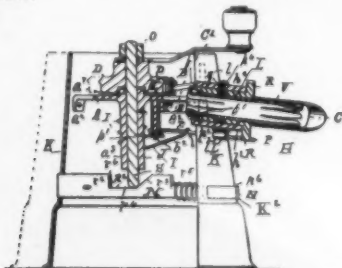
In a device of the character described, a central rod forming the axis of the device, planes slidably mounted thereon, and thin yieldable strips connecting the perimeters of the planes to form outlines, substantially as described.

GEOGRAPHICAL TIME-GLOBE. Louis J. Dirand, Torrington, Conn.



A clock attachment for indicating time at different places consisting of a globe, a sleeve by which the globe is carried, a shaft on which the sleeve is mounted, dials and corresponding sets of pointers upon the outer surface of the globe, gear-wheels carried respectively by the shaft and the globe, pointer-operating trains actuated by said gear-wheels, the shaft and sleeve constituting relatively-movable parts, and means for rotating one of said parts relatively to the other.

PENCIL-SHARPENING DEVICE. Charles Babcock, Salt Lake City, Utah, assignor of one-third to Boyd Park, same place.



In a pencil-sharpener the combination with a case of a pencil-holder provided with a pencil-grasping clutch, and arranged within a tube-form shaft provided with a ratchet-wheel and constructed to journal in a tube-form bearing projected from said case; of a plate horizontally arranged in said case and provided with

a depending bearing; and a depending pintle-shaft; a tube arranged to turn on the latter and having a laterally-extended arm provided with an upcast pin; and a pawl laterally projected from said tube whereby to actuate said ratchet-wheel; and a disk provided with radially-arranged blades and having a shaft arranged to journal in said depending bearing; said blades when the disk is rotated being arranged to operate the connections actuating said pawl, substantially as and for the purposes set forth.

Supplies and Equipments.

Terre Haute, Ind. The board having decreed that all children in the schools must have clean hands and faces, has purchased a supply of towels to make it effective.

Carlisle, Pa. The school board has purchased a Smith-Premier machine for use for instruction purposes.

Hudson, Wis. The board ordered blinds for the school house from E. W. A. Rowles, of Chicago.

Philadelphia, Pa. The board of education has added another Smith-Premier machine to the school equipment.

Santa Ana, Cal. The Santa Ana Book Store was awarded the contract for furnishing the school supplies.

Cincinnati, O. The board has received a communication in which the request is made that water filters be placed in the schools.

North Adams, Mass. Three Smith-Premier typewriters have been purchased by the city school department for use in the schools.

Fort Dodge, Ia. The board has added to the equipment in the physical laboratory a Crowell's physical cabinet.

Chicago, Ill. An appropriation of \$10,000 for the purchase of scales to block coal frauds against the public has been recommended to the board by its committee on buildings and grounds. Behind this action lies a charge that certain of the coal companies which have held contracts have for two or three years systematically swindled the schools out of hundreds of tons of coal. Members of the board declared their belief that the \$10,000 would be saved within two years by securing honest weight from contractors.

Dayton, O. Supplies purchased for the schools from the Gregory Talc Blackboard & Crayon Co., Bausch & Lomb Co., L. E. Knott Apparatus Co. and Milton-Bradley Co.

Monroe, Wis. Kindergarten material procured from Thos. Charles & Co.

Lawrence, Mass. A contract has been closed with W. H. Sparks, representing the Seth Thomas Clock Co. of New York, for an illuminated clock for the tower of the new Fifth ward school.

Rutland, Vt. An order for school supplies given to the Vermont School Supply Co.

Watertown, N. Y. A supply of pens purchased from the Esterbrook Steel Pen Manufacturing Co.; school supplies purchased from Rand, McNally & Co.

Bradford, Pa. Six Smith-Premier typewriters have been purchased by the school board for use in the schools.

Mansfield, O. An order for school supplies was given to Atkinson & Mentzer; kindergarten material purchased from Milton-Bradley Co.

Baltimore, Md. Nine Smith-Premier typewriters have been purchased for use in the schools by Talbot county.

Orange, N. J. A Remington typewriter and a Smith-Premier typewriter have been purchased for use in the commercial course of the high school.

Superior, Wis. An award for school supplies made to the Standard School Furnishing Co.

Mansfield, O. Kindergarten material procured from Milton-Bradley Co.

Wheeling, W. Va. Two Smith-Premier typewriters have been added to the school equipment.

Oshkosh, Wis. The board closed a contract with the Slatington-Bangor Slate Syndicate for slate blackboards for the Merrill school.

Jersey City, N. J. The board of education has added another Smith-Premier typewriter to the school equipment.

Plattsburg, N. Y. It was voted to purchase a Crowell physical cabinet for the science classes.

Columbus, O. The board ordered purchased four Remington typewriters, No. 6 or 7, from Wyckoff, Seamans & Benedict, and two No. 2 Smith-Premier machines from the Smith-Premier Typewriter Co.

Kent, O. The board purchased supplies from Helman-Taylor Co.

Jamestown, N. Y. A supply of paper purchased from the Smith & White Manufacturing Co.; general school supplies from F. Weber & Co. and Atkinson & Mentzer.

Seranton, Pa. The much-debated question of purchasing typewriters was settled by the board deciding to purchase two Densmore and two Smith-Premier machines.

Terre Haute, Ind. An order for drawing tables for the high school was given F. W. Emerson Manufacturing Co., of Rochester, N. Y.

Haverhill, Mass. Five Smith-Premier typewriters have been purchased for use in the public schools for instruction purposes.

Elmira, N. Y. A purchase of supplies has been made from J. M. Olcott & Co. and Eimer & Amend.

Racine, Wis. A typewriter purchased from Wyckoff, Seamans & Benedict; kindergarten material from Thos. Charles Co.; general school supplies from the Caxton Co., Central School Supply House and the American Flag Co.

Akron, O. Drawing supplies procured from the Prang Educational Co.

Port Huron, Mich. The school board has purchased a Smith-Premier typewriter for use in the high school.

Quincy, Ill. The Prang Educational Co. has sold the board a quantity of drawing supplies.

Grand Rapids, Mich. Shades for the windows in several of the schools purchased from the Adjustable Window Shade Co.; general school supplies from the School & Office Supply Co.; kindergarten chairs from Thos. Charles Co.

Akron, O. The board has made a purchase of a large supply of manual training apparatus from Hammacher, Schlemmer & Co.

Chicago, Ill. All water filters in the schools have been removed, and hereafter all the pupils will drink lake water straight.

Salt Lake City, Utah. The board pays \$35 a month for furnishing the schools with towels.

Lanark, Ill. The school board has ordered a mounted skeleton for the use of the class in physiology in the high school.

Berlin, Wis. Order for kindergarten material given to Thos. Charles Co. and for drawing material to the Prang Educational Co.

Black River Falls, Wis. A series of music charts purchased from the American Book Co.

Cedar Falls, Ia. Thomas Charles Co., of Chicago, has been selling the board kindergarten supplies.

Two Rivers, Wis. A supply of drawing material purchased from the Prang Educational Co. and kindergarten material from the Thomas Charles Co.

Owatonna, Minn. Chemical apparatus for the high school laboratory purchased from the Chicago Laboratory Supply and Scale Co.

Galesburg, Ill. Drawing paper procured from the Prang Educational Co.

Menominee, Mich. The board made its award for pens to the Esterbrook Steel Pen Mfg. Co.

Milwaukee, Wis. The board gave an order to Queen & Co., Philadelphia, for one set Deyroll's botanical and zoological charts.

The Joseph Dixon Crucible Co. during the past month has made large shipments of the various kinds of pencils that it makes to the Philippine Islands, Cuba and Porto Rico.

Racine, Wis. A Smith-Premier typewriter has been purchased for use in the high school.

Chicago, Ill. Contracts for blackboards and rolling partitions for the new school house on Calumet avenue awarded to Thomas Kane & Co. and the U. S. Desk & Office Fitting Co., respectively.

Dallas, Tex. The board has adopted the Dixon pencils.

Saginaw, Mich. Manual training supplies procured from Chandler & Barber and biological supplies from W. S. Wamsley.

Colorado Springs, Colo. The Dixon pencils are being used in the schools.

Wilkesbarre, Pa. An order for kindergarten material was given to the Milton-Bradley Co.; for drawing material to the Prang Educational Co., and for a Remington typewriter to Wyckoff, Seamans & Benedict.

Employees and officers of the Smith-Premier Typewriter Co., at the factory in Syracuse, N. Y., contributed \$275.15 to the Galveston relief fund.

The Joseph Dixon Crucible Co. has had the pencils manufactured by them adopted in the following Illinois cities: Aurora, Bloomington, Elgin, Joliet, Rock Island and Springfield.

Chicago, Ill. Laboratory supplies purchased from the Chicago Laboratory Supply and Scale Co.

The following cities in Indiana have adopted the Dixon pencils: Anderson, Columbus, Crawfordsville, Elkhart, Huntington, Indianapolis, La Porte, Richmond, South Bend, Terre Haute and Wabash.

Milwaukee, Wis. A supply of paper for the school purchased from the Standard Paper Co.; kindergarten material from Rohde Kindergarten Supply Co.; physical apparatus from the Chicago Laboratory Supply and Scale Co. and the A. L. Robbins-Martin Co.; chemical supplies from Bausch & Lomb Optical Co.

Baltimore, Md. The pencils manufactured by the Joseph Dixon Crucible Co. have been introduced in the schools.

Independence, Kan. A Smith-Premier typewriter has been purchased for use in the Montgomery county high school.

Washington, D. C. The Dixon pencils have been adopted for the use of the pupils in their school work.

Detroit, Mich. The board voted to indefinitely postpone a motion to purchase an automobile for the superintendent.

Galveston, Tex. The schools suffered severely during the recent tornado. Many of the school supply houses and book companies are giving aid to relieve the sad condition of affairs. The Eagle Pencil Co. has forwarded a supply of pencils, pens, etc., for the school

children; Sanford Ink Co., a bottle of ink for every child attending school; Ginn & Co. sent \$100; D. C. Heath & Co., and the American Book Co., have offered books.

Waterbury, Conn. Local dealers in school supplies have petitioned the school board to prohibit the school teachers from retelling school material, such as pads, pencils, erasers, pens, etc.

Hot Springs, Ark. The board has made a purchase of a Hammond typewriter.

The state blackboards handled by E. J. Johnson & Co., 38 Park Row, New York City, are quarried and finished at their quarry, located near Bangor, Pa., and on the celebrated Bangor vein of slate, well known for its strength and fineness of texture. The quarrying and finishing of their blackboards is a most interesting process. The slate rock for blackboards is first carefully cut out of the quarry in blocks weighing about two tons and of irregular shape; these are hoisted out by steam hoists, placed on cars and conveyed to the factory, where the block is transferred to one of the large steam saws and cut to as large a size as it will permit—we will say 4 feet by 6 feet. It is then turned over to the "splitter" who, with hammer and chisel, splits the block up into slabs of the required thickness for blackboards (a full $\frac{3}{4}$ of an inch). The pieces, after being split, are placed on the rubbing bed and rubbed until the surface is perfectly smooth, after which they are placed on the rubbing table and the entire surface is carefully rubbed with a stone by hand until it has a surface as smooth as a mirror. The board is then put on the jointer and such ends as are to be joined to other boards are ground down so as to make a perfect joint, after which they are properly crated and ready for shipment.

Evansville, Ind. Architect Frank J. Schlotter has applied to the courts for a perpetual injunction restraining the school board from using his patented stairway in the addition of the Columbian school without compensation.

Ann Arbor, Mich. A supply of manual training tools purchased from Chandler and Barber, of Boston.

Berlin, Wis. Drawing material for the schools procured from the Prang Educational Co., laboratory supplies from the Chicago Laboratory Supply & Scale Co.

Chicago, Ill. The common council has called the board of education's attention to the city ordinance, which requires that all school buildings must be equipped with fire escapes. The school trustees have been negligent it is said in doing this and the council is going to insist upon the enforcement of the ordinance.

School Furniture.

The J. M. Sauder Co., Marietta, Pa., manufactures the Sauder's Instantaneously Adjustable High-Grade School Furniture, which is meeting with the approval of many boards of education throughout the country.

The A. H. Andrews Co., Chicago, received several large orders during the past month for their "Improved Adjustable School Desk." This desk seems to be making quite a hit.

Cedar Falls, Ia. The contract for desks and recitation seats for the new Main Street school was awarded to the Standard School Furnishing Co. of Chicago, Ill. The contract for opera chairs for the auditorium was awarded to the Grand Rapids Furniture Works.

Quincy, Ill. A supply of school desks and seats purchased from the A. H. Andrews Co., of Chicago.

Williamsport, Pa. The board purchased a supply of combination desks and recitation benches from the Bloomsbury School Furniture Co., and a supply of double adjustable chair primary desks and double adjustable chair intermediate desks from J. M. Sauder Co., of Marietta, Pa.

Spring Valley, Ill. The board has contracted with the A. H. Andrews Co. for desks for the new North Side school.

Newark, N. J. Desks and seats purchased from the New Jersey School Furniture Co.

Oshkosh, Wis. The board closed a contract with the American School Furniture Co. for school desks and seats for the Merrill school.

Albuquerque, N. M. The desks for the Central school purchased from the Grand Rapids School Furniture Co., Chicago, Ill. Seats and desks purchased from the A. H. Andrews Co.

Springfield, Mass. The following firms offered bids to furnish the seats and desks for the new school on West William street: J. M. Sauder Co., Chandler Adjustable Chair & Desk Works, G. S. Perry Co., and New Jersey School & Church Furniture Co.

Saginaw, Mich. Teachers' desks purchased from the Haney School Furniture Co.; a supply of pupils' desks from the A. H. Andrews Co.

Jamestown, N. Y. The board of education has placed an order for school desks with the American School Furniture Co.

Bristol, Tenn. The Grand Rapids School Furniture Works was awarded a nice contract for school furniture by the school board.

Hasbrouck, N. J. The Western School Supply Works was awarded contract for school desks.

Weehawken, N. J. The Piqua School Furniture Works secured the contract for school desks.

Providence, R. I. The Chandler Adjustable Chair & Desk Works was awarded a very nice contract for school furniture.

North Tonawanda, N. Y. The American School Furniture Co. was the successful bidder on school desks.

Matheun, Mass. An order for adjustable desks has been placed with the Chandler Adjustable Chair & Desk Works.

New York, N. Y. The Berkley Institute placed an order for adjustable chair desks with the Chandler Adjustable Chair & Desk Works.

Paterson, N. J. The Grand Rapids School Furniture Works has just closed a contract with the board of education for about 1,000 combination adjustable desks.

Summit, N. J. The board of education has placed a large order for school desks with the Piqua School Furniture Works.

Eagle, N. Y. Contract for school desks was awarded to the American School Furniture Co.

Rutland, Vt. The Grand Rapids School Furniture Works received a nice contract for school furniture from the school board.

Perry, N. Y. The board of education has given contract for school furniture to the American School Furniture Co.

Southampton, N. Y. The school board awarded contract for school furniture to Grand Rapids School Furniture Works.

Andover, Mass. The Chandler Adjustable Chair & Desk Works captured the school desk contract.

New York, N. Y. The American School Furniture Co. is supplying the city schools with several thousand school desks.

Old Town, Me. The Grand Rapids School Furniture Works received a contract for about 200 school desks from the school board.

Daytona, Fla. Award for school desks made to Wabash Church & School Furniture Works.

Brockport, N. Y. Contract for school furniture was awarded to the American School Furniture Co.

Buffalo, N. Y. The American School Furniture Co. has just placed in the schools about 1,000 school desks.

Rochester, N. Y. The school board has just placed an order for school furniture with the American School Furniture Co. It has been using desks of this manufacture for a number of years and invariably purchases from this company.

Presque Isle, Me. The Grand Rapids School Furniture Works was the successful bidder for school desk contract.

Kline, S. C. The Piqua School Furniture Works was awarded school desk contract.

Oswego Falls, N. Y. The American School Furniture Co. was the successful bidder on school furniture.

Bessemer City, N. C. The school board has ordered a quantity of school furniture from the Grand Rapids School Furniture Works.

Greens, S. C. The bid of the Piqua School Furniture Works for furnishing school desks to the board of education was accepted and contract awarded to this firm.

Erieville, N. Y. The American School Furniture Co. was the successful bidder for school desk contract.

Auburn, Ga. The Thomas Kane & Co. Works was the successful bidder on school furniture.

Durham, N. C. The Piqua School Furniture Works was given the contract for school furniture.

De Land, Fla. The Wabash Church & School Furniture Works secured school desk contract.

New Bedford, Mass. Contract for school desks awarded to the Chandler Adjustable Chair & Desk Works.

Williamstown, Va. The Grand Rapids School Furniture Works was the successful bidder on school desks.

Malden, Mass. Contract for school furniture was awarded to the Chandler Adjustable Chair & Desk Works.

Hot Springs, Ark. The desks for the new school house were purchased from Thos. B. Seavey, Chicago.

Wilmington, Del. Bids for furniture for the new high school received from the following firms: F. Weber & Co., of Philadelphia, Richmond School Furniture Co., of Richmond, Ind., J. & J. N. Harman and M. Megary & Son.

Norristown, Pa. A large supply of school desks purchased from the Grand Rapids School Furniture Works.



The High School and College Entrance.

(Continued from page 11.)

laying a foundation for science work later; also as teaching the command of language and power of expression through requiring the pupil to write out his observation, thus giving reality to thought and expression, which does not come with ordinary language work. By reforms in the elementary course the strain may be taken from the high school course and the seventh and eighth grades of the elementary course may be utilized to some extent for high school work. The everlasting grind of the grades tends in too many cases to prejudice the pupil against study instead of implanting within him the desire for greater knowledge. I would get a pupil through and out of the grades at the earliest age possible consistent with the acquisition of the knowledge absolutely essential to further advancement. I would early put him under the inspiration of the high school.

To make work in the high school the most efficient possible, the rule should be to employ only teachers who have received a college education. They best know what is required in higher education, have more resources and are better fitted for the work. I would also advocate the employment of college educated teachers in the seventh and eighth grades.

I do not mean that I would turn out experienced and successful teachers for the young graduate from college, but the standard should be the college graduate with the largest experience possible. These teachers, of course, should be specialists in their departments, and a sufficient number should be employed to cover the subjects within the time. I do not claim that this method would prepare the duller student for college within the time limit, but the gifted student, with good health, would have but little difficulty in meeting the college requirements at the end of such a course. At age of 18, after 12 or 13 years of schooling, the apt pupil will be ready for college.

Believing that it is entirely possible to do this work with reasonable satisfaction, let us consider whether the schools are justified in undertaking it. I am aware that it is the opinion of a large number of high schools in this state that they are already doing this work; but, as a matter of fact, very few schools are doing it.

Students are received in the best colleges from some high schools, but usually upon condition, and are unable to take the rank which they otherwise would attain. Most schools attempting to do the work are deficient in mathematics and science. The requirement for advanced algebra, solid geometry and plain trigonometry necessitates in many colleges supplemental classes or private tutoring to bring the student who is conditioned in these subjects up to the requirement. The science training is often defective through lack of appreciation of its necessity, through lack of laboratory equipment and incompetent instruction, to say nothing of prejudice against it. I regard science training as important as any work done in high school. The pupil should be thoroughly trained during the plastic, impressionable period in the science method in at least one science subject; and better have thorough work for one or two years in one subject than several terms in as many subjects. The advancement of thought along scientific lines is the realization of the new education itself. The state of our civilization demands that science methods be thoroughly appreciated as a part of our educational work.

I am well aware that there are those who will say that the work of the high school is not primarily to fit for college. With this I thoroughly agree. Nor is the work of the high school primarily to enable the pupil to pass regents' examinations. The work of all education is to prepare for life, to give effective power in action, to develop strong manhood and womanhood, to take the child endowed by its creator with capacity to enjoy the lavish hand of nature and of art and train it as an existing force in the reasonable use of those powers. The course that prepares for college also prepares for life. College work is but a continuation, a broadening, and an intensified study along the same lines as the high school; and to say that only a small per cent. of high school graduates go to college and, hence, the high school should not be run with that in view, is the cheapest kind of commercial talk. College entrance requirements put the high school work to the severest test. Nothing so soon tells against the high school as to have its students denied admission to college, or received upon condition. Immediately, the high school faculty and the board of education are criticized for failure to meet the expectation of the student, his family and friends. People then begin to question its efficiency. The high school being supported almost entirely by local taxation, its standing in the community is vital to its very existence. The high school which can truly say, "We fit for the best colleges, our students are received without condition in Columbia, Cornell, Harvard and Yale," has a place in the pride of the community which justifies the expenditure in its behalf. To fail to do this work, or to do it indifferently, is to undermine in public confidence the very foundation of the school. The best and most successful schools are royally and liberally supported, and I know of no higher criterion by which to judge them than the sim-

ple test, "do they fit for college." I am not arguing against commercial training, manual, etc.

Some timid school officer may say, how can we justify advanced instruction in Latin, Greek, modern languages and science at public expense? They cling to the old idea that schools can be justified as public burdens only so far as they qualify for citizenship. I agree with them in their statement, but let us agree as to the meaning of the words "qualify for citizenship." By some this term means instruction only in the English branches—in the three R's. In a government where the citizen is required to pass upon theories of government, interpret through his vote constitutions and laws, pass upon questions involving economic truth and history, some higher quality of citizenship must be required than the ability to read, write and figure. The great state of New York at least will never be satisfied with that quality of citizenship. Secretary Dewey points out that the states which limit public support of education to the English branches are inferior in all the advancement which makes up the progress of the civilization of this age; while states like Massachusetts and New York, which support higher education in all its forms, excel in every line of advancement. In France all instruction to the highest degree is free, upon the theory that it is to the advantage of the nation to develop talent and genius, and that the state is fully compensated. It is recognized in Germany that higher education has developed the efficiency of the race. A prominent writer points out that Germany's greatness is not due merely to her schools and schoolmasters, but to the universities which gave her her schoolmasters. We must consider, too, that two-thirds of the school teachers receive no higher education than that of the high school, and the common school is benefited through them. A high school diploma is required by statute in this state as a prerequisite to admission to the professions. The community must be protected against ignorant doctors and ignorant lawyers, and the least that the legislature can require is an academic diploma. It is an age of rapid progress and the high school must not fall behind in its work. Let it be accepted that the main purpose of the high school is to fit for citizenship, and, in performing this function, it will also fit for college.

The high school has been termed the "People's College," and it is recognized that it affords an education equal to that afforded by the college of fifty years ago. Many high schools, in the appointments of their buildings, equipments for laboratory work and corps of instructors, surpass the weaker colleges of the earlier part of this century and their graduates go out better equipped for the struggle of life than the graduates of those earlier colleges. The attempt has been laudible and successful to bring culture within the reach of the sons and daughters of the middle class. Without it, they are debarred from earning a livelihood in the professions and are handicapped in the race of life. The philanthropic spirit of this age admires nothing more than to see a boy or girl rise above his or her surroundings and achieve greatness. Even the people who good-naturedly complain of taxes enjoy. Talent, genius and aptitude for achievement are as much more frequent in the middle class as the class itself is more numerous. The marvelous education of ancient Egypt, Greece and Rome was the heritage of the favored few, the ruling class. Governmental reasons demand that our ruling class, the people, share in this privilege and enjoy its benefits. Monopoly in culture is as repugnant to our institutions as monopoly in any other line. It will never be safe to keep the people of a republic in ignorance and all must have a fair opportunity to rise from the ranks. The high school brings the means of development home to every community; it makes the attainment of a fair degree of education possible with slight expense to the family; it keeps children at home at the age when home guardianship is most necessary and beneficial; it advances the business interests of the community in the expenditure of money at home for the education and support of pupils, which otherwise, in a large degree, would be sent away for education elsewhere, non-residents; it elevates the intellectual tone of the community. The subjects of higher study are taken to the home and act as leaven in the intellectual life of the family. Interest in things above the ordinary is awakened and the spirit of intellectual activity is kept alive. Rightly appreciated, the high school becomes the center of intellectual life, the very pride of the people and a strong influence for good. It tends to make the community an "Athens" of culture, and pays the largest dividends in the uplifting of the race, and the promotion of welfare. We may trust the people to insist upon that which is so manifestly to their advantage, and believe that they will insist upon a larger rather than a smaller measure of benefit.

To be more specific as to your duties in this matter as school officers: You are charged with the great responsibility of the work of molding the future citizen. The trend of intellectual life in your community rests with your wise or unwise guidance. I would say first, that it is your duty to provide buildings commensurate with the work to be done, with suitable equipments to meet the demands of the school; second, to provide competent teachers, sufficient in number to do effective work; third, to sustain the faculty in providing the

fullest and best courses of study under local conditions; fourth, to work definitely toward the standard of college entrance requirements; to turn a deaf ear to all this talk that the college must begin where the high school leaves off regardless of where the high school leaves off. The college and university are the best friends of education in all its forms. They represent its highest type; they are the safest guides for secondary schools. In accepting their leadership, secondary schools will justify their existence locally, be adequately sustained financially, and will fit pupils for leadership in a highly developed state of civilization, demanding nothing short of the best possible.

Finally, I repeat my suggestion made earlier in this paper, that you ask to be represented at these college conferences at which these questions are attempted to be settled. The requirement of examination for college entrance, instead of receiving certificates, and an examination extending over five days in so large a number of subjects, seems to me to be unreasonable. The nervous strain, considering the fear of the consequences of failure, is too great for the young student, and the work of schools properly rated by the regents, when certified by the local faculty, should be accepted.

The Compulsory Education Law.

By BENJAMIN HAMMOND,
Fishkill-on Hudson, N. Y.

The basis of this paper is simply the experience of the school district authorities in a Union Free School district, containing a population of about 4,000, including 804 children of school age, 557 of these coming under the operation of the compulsory law. Our rolls showed about one-fifth of our number absent. We enforced the old compulsory act, but without results.

In January, 1895, the present law, with its provisions for an attendance officer, was enacted. Our district enforced it at once. We soon found that the duties of an attendance officer was no sinecure. The law and its provisions were new. The officer began by hailing on the streets boys and girls who were not in school, and warning them that they could not be about the streets during school hours. This news was carried home, and many a parent who had been indifferent or careless up to that time, loyally sustained our efforts, and immediate improvement in the regular attendance was the result.

Our next attempt was to look after parents who encouraged truancy. In this movement we began with care. When you bring parents to account, touching their own children, the strong parental instinct is at once aroused. When the first arraignment was made on charge of refusal to send children to school, the local court room was well filled. Judicious counsel was employed, and the members of the board in person were present. The law was read to an interested assembly. Its intent was explained. The common sense of the people was awakened. Public opinion there and then sided with the law, and the apprehended parties promised immediate compliance.

Whether by misfortune, indolence, or the blight of drink, the poor are always with us, and in several instances substantial aid has been given.

Two truant boys were sent to the truant school, known as the Westchester Home for Destitute Children, at White Plains. The effect of a few months' residence and training in that institution was a revelation to us.

At this juncture of our experience a new problem arose. How were the bills attending truant cases to be paid? This was finally settled by having the police justice sentence our truants, and the legal committal fees allowed the truant officer for taking those children to the truant school.

The truant school renders monthly bills and the board of supervisors pays them.

We paid the attendance officer \$25 per year, but at the end of eighteen months we found no person willing to accept at \$50, and so the salary was raised to \$100.

Our mode of procedure is to go directly to the parents, and if the child is not in its place, and no excuse of a reasonable kind is given for the child's absence, then the parent is summoned to appear in court to make answer why the child is absent from instruction. In several cases parents have at least acknowledged themselves unable to keep the child from playing truant, and signed a statement before the justice, giving consent to have the child sent to a truant school, and as such parent chooses, the child goes either to the Westchester Home for Destitute Children at White Plains, or to the Home of the Immaculate Virgin in New York. The weekly charge is \$3 per week at White Plains and \$2 per week at the Catholic home. In several instances the friends of children sent away have gone to inspect the institutions and reported them satisfactory.

Another phase of the compulsory law was the matter of irregular attendance for lack of books. Our district always provided books for children whose parents were unable to buy them, but there was a very hard distinction frequently to make.

The result of the compulsory education law is that the regular attendance is bettered, tardiness has

largely increased, the roll of children in school, without marked increase in the adult population, has steadily gained in number, while the law does not enforce itself, and can easily fall into disuse, if persistently followed up. Many a child will be benefited who otherwise would be started on the road of a degenerate by circumstances beyond control, will now be brought under the benign influence of the public school, to the child's present and future good and the general welfare. Aside from this, it will cause all families to regard the necessity of a common school education as a matter of more serious concern for the well-being of their children.

Compulsory Education.

By JOSEPH S. WOOD, Mount Vernon, N. Y.

On the 12th day of May, 1894, the compulsory education act of the state of New York became a law.

It provides that from the first of October until the first of June every child in the state between the ages of 8 and 12 years must attend school every school day; that those between the ages of 12 and 14 years must attend at least eighty consecutive school days, even if engaged in some useful employment or service; and that all children between the ages of 12 and 16 years must attend school every school day between October 1st and June 1st unless actually engaged in such employment or service.

It is our duty to see to it that this law is enforced; and in order to do so, we need a correct school census. From such a census we can check off the names of all who are attending school; and can then see, at a glance, who are not doing so. Unfortunately, the school census is generally unreliable.

In a recent annual report of the state superintendent of public instruction the reports of the superintendents of the schools in thirty-eight cities of this state are given. In each of these reports the population of the city and the number of children therein between the ages of 5 and 18 years are stated.

In Rome the latter was only 14 per cent. of the former; and in other cities of the state it was from 28 per cent. down to 15.

The bare statement of this fact shows how unreliable the school censuses generally are, and how necessary it is that much more care and attention be given to the taking of them. Without a correct school census, we lack the very foundation for a systematic enforcement of the compulsory education act.

Nevertheless, we can, by other means, determine, with a close approximation to accuracy, how well the compulsory education act is observed.

For this purpose we must rely mainly on the United States census. If the total population of a city or school district be known, one can easily determine therefrom, as a general rule, about how many children of a given age are included therein.

The United States census shows that, in round numbers, 2 per cent. of the total population are children of a given age over 4 and under 18. Thus, if the total population of a city or district be 20,000, there are, of this number, about 400 who are 5 years old, 400 who are 6 years old, and so on.

Of course, death takes off a few, so that there are more children 5 years old than there are of those who are 18. But the number who die between the ages of 4 and 18 is so small that it can be disregarded in a general estimate.

In the Boroughs of Manhattan and the Bronx, out of a total population of 2,050,000, there are about 400,000 children between the ages of 5 and 14, inclusive. Of this number less than 250,000 are in the public schools, and 50,000 in the parochial and private schools. Hence there are at least 100,000 children between the ages of 5 and 14 years in the Boroughs of Manhattan and the Bronx who are not attending school.

It is in the high grades that most of the falling off in attendance takes place. It is on them we keep a watchful eye.

In my judgment, the law should be made more elastic. In other words, the power to exempt certain children from its requirements should be lodged in the city superintendent of schools or the board of education. If that were done, the extension of the period of compulsory attendance could be made with greater safety and less possibility of hardships.

The requirement that children 12 or 13 years of age must attend school eighty consecutive school days each year, if engaged in some useful employment or service, I regard as very unsatisfactory in so far as it applies to cities. It would be much better to require all children in cities who are 12 or 13 years old to attend school every school day.

A boy who is at work cannot leave his employer for eighty days and expect to go back to the same place. If he obeys the law, he loses his position. And to make bad worse, if he gets another place, he is likely to lose it the next year, because he will be compelled then to give it up to go to school for eighty days more. On the other hand, two periods of schooling eighty days each, one period when he is 12 years old and the other when he is 13, will not be as useful and instructive to the boy as one year's schooling when he is 12 years old.

Going into a class at the middle of the year, or leaving it at that time, and after a spell of work going back to school for only a part of the school year, cannot be satisfactory to either pupil or teachers. Such fragmentary work is never as good as one year of a systematic course of study.

For these reasons, it would be very much better to amend the compulsory education act, so as to do away with the two eighty-day periods in cities during the ages of 12 and 13, and require a full year's attendance of all children therein until they are 14 years of age.

If the law were amended as I suggest, it would be within the power of every child of fair intelligence and strength to enter school at 6 years of age and graduate therefrom before his parents would have the legal right to take him away.

It grieves me deeply to see boys and girls 12 years old taken away from the realm in which their hopes, aspirations, powers of reasoning and knowledge of the world are expanding more and more every day, to be put into the narrow treadmill of some dull and tedious manual labor. It is opening the door of a glorious vista, to shut it, as their eyes become accustomed to the light.

A boy's mind at 12 or 13 expands many times more rapidly than when he is 7 or 8 or 9. At the latter age he is simply familiarizing himself with the symbols of knowledge—words and figures; just when they become significant, just as he begins to be able to use the tools he has been clumsily handling so long, he is compelled to turn his thoughts and energies to other and meaner things.

God knows that the boy or girl who graduates from one of our grammar schools knows little enough. What a mockery then it is to say we give our children an education, when we take them away from school two or three years before they can graduate!

I do not hesitate to say that in real mental training, in learning to think for one's self, to rely on one's own mental powers, a child gains more in the last two years of his grammar school course than he does in all the years which precede it.

It is worse than a pity that the law should permit the child to be deprived of these benefits; it is like sowing the seed, cultivating the field, weeding and watering the crop, and then abandoning the harvest.

From another standpoint, the attendance period under the compulsory education act should be extended; that is, the physical standpoint. Children who are not put at manual labor until they are 14 are much less likely to be stunted and are much more likely to be healthy and strong than those put to work at 12. Keeping them at school for two years more expands their bodies as well as their minds, and in a double sense makes them better citizens.

In one other respect the compulsory education act should be amended. It requires attendance at school from October 1st until June 1st. Most of the schools open in September and close in June. The law should be amended so as to require attendance at school from the opening until the closing day, unless exemption is given by the city superintendent. Children should be taught to start promptly in all things and to hold on to the end.

Thus far I have spoken of compulsory education. There should be none. Children should be sent to school by their parents without compulsion, and the schools should be made so attractive that the children would attend from choice. That is so in most cases. The compulsory education act is intended to reach only the very few who do not comprehend how necessary a good education is.

The compulsory education act does more than this. It is a declaration to the world of the ages at which the people of this state think their children should be taught. It is true it establishes only a minimum period of education; but the larger the minimum the higher the standard. By just so much as we raise the lowest, we raise all.

Compulsory Vaccination.

By DR. G. W. MILES, Oneida, N. Y.

In the present age of widespread knowledge upon all scientific subjects, and especially upon those medical, it is hardly necessary to offer to any audience an elaborate definition of the term vaccination. It is sufficient to say that this word indicates a process by which a definite, specific disease, with well-known and well-marked characteristics, known as vaccinia or cowpox, is introduced from one animal into another animal, of the same or of another species, by inoculation. So far as is now known the species which are susceptible to this process are all mammals. As the human species is affected and as the object of vaccination is ultimately the protection of man against smallpox, the most dreaded disease known to the world, perhaps the subject should be one of intense interest to every human being.

I do not desire to take up the history of vaccination, interesting as it may be. Instead, perhaps there is little that is new to relate, to even a non-medical audience, of the story of that truly great and philosophic man, Edward Jenner; of his deliberations, slow, careful, intensely earnest, of his investigations covering a

period of thirty years, and of the final publication of the results of his inquiries in 1798; of the ridicule and opposition which followed, of the long years of trial and waiting, and then of the final complete acceptance by the whole medical and scientific world of this, the most wonderful discovery of any age.

The state has at length recognized what the scientific world had long ago proven and accepted, and it is this fact which makes the subject of vaccination one of necessary consideration for school officials. The state of New York, in company with most of the other states of the Union, has enacted a compulsory vaccination law affecting children of school age, and boards of education throughout this state are required to enforce this law, excluding from the public schools all children who are unvaccinated. This law must be complied with whether or no. Just what position shall boards of education take in this matter? In what spirit shall the law be executed?

While in many places public school vaccination occurs without friction or special disturbance, it is still worthy of note that in certain cities and villages of our state, this present season, much trouble has arisen over the matter. In other years and at other points the same condition has prevailed. There has been frequent opposition on the part of parents; children have been withdrawn from school for a time; columns of local papers have contained sharp attacks by anti-vaccinationists upon school boards, and in a few instances there has been something of an organized effort against the enforcement of the law. Where such opposition arises is it not possible that some responsibility rests upon the school board in connection with the same? It is important for us to inquire if an adverse sentiment and feeling on the part of members of boards of education, a lack of sympathy with the provisions of this law, does not stand in a causative relation to these difficulties whenever they occur. Since school boards have no option but must enforce the law, the study of the causes of the above named unpleasant conditions may be time not unwisely spent. So far as my own knowledge goes, in every case where in any town there is trouble with this matter I have had reason to believe that members of boards of education in these places have been divided among themselves as to their belief in the protective power of vaccination. Sensational reports in the newspapers of public discussion between members of a board are not unknown, and when such reports carry to the community a story of divided sentiment and heated discussion, it is unfortunate for that board. I think that public opinion in a school district very largely follows such sentiment as is originally outlined by the intelligent citizens who constitute the school board. If a board's action is harmonious upon any question there is very little dissension among outsiders. It is also notably true that when any question divides a board we shall immediately find citizens outside that body arraying themselves upon one or the other side in the contest. It is, I think, the duty of any member of a school board who is a conscientious doubter of the value of vaccination to give the most earnest study to its history, to ponder the statistics of the last century, to thoroughly acquaint himself with all the facts, and when his knowledge of the subject has become complete and perfect, it is possible that he will no longer be a doubter. I have never met a member of a school board who was a pronounced anti-vaccinationist in theory and practice. It is not uncommon to find those who have fears and are doubters. It is this element in the school board which is one factor at least in the causation of the trouble which sometimes arises in respect to the compulsory vaccination law. It leads to haggling over the proper time to enforce the law; it leads to the exemption of a certain proportion of pupils and to consequent dissatisfaction on the part of others; it leads in general to lax methods in the enforcement of the law and at times to an entire neglect and violation of the law for a certain period of time. Assuming that the matter of vaccination is the meritorious and valuable thing that medical science and the state regard it, and bearing in mind the explicit and mandatory language of the statute, it would seem that there can be but one proper position for school boards to take. The law as it stands should be promptly and vigorously enforced, and this, too, in a spirit of harmony between members of a board as to its preventive influence against that disease which is one of the greatest scourges of the human race.

A few years ago, in the village of my home, the board of education found itself confronted with the fact that there had been a substantial abandonment of the matter of school vaccination for a period of four or five years and that in a total enrollment of 800 pupils in the public schools of our village about half that number was unvaccinated. The matter was taken in hand and between three and four hundred pupils were vaccinated. This, of course, was not done without considerable complaint on the part of people who had been allowed to forget all about the vaccination law and who could not see why vaccination was necessary. A very considerable feeling was engendered on the part of parents and pupils and for several weeks the lot of the board

(Continued on subsequent pages.)

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An Ohio bookman was recently in Mississippi where he picked up the latest in physiology.

The examiner asked the question: "Describe, briefly, the human body!"

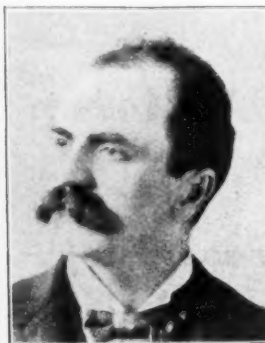
One of the applicants gave this answer: "The human body is divided into three parts, viz: the head, the thorax and the abdomen. The head contains the brains, when there is any; the thorax contains the heart, lungs and liver; the abdomen contains the bowels, of which there are five—a, e, i, o, u, and sometimes w and y."

Mr. J. H. Stiff, who has assumed the management of the Eastern branch of the Central School Supply House of Chicago, began his connection with the firm in May, 1897. This was his first experience in the school supply and school book business. He had charge of the Southern field, in which he became successful. In addition to the Southern business, Mr. Stiff will now have charge of the new field. His headquarters are located at 103 Fifth avenue, New York City. While not a veteran in his line, he has so readily adapted himself to his calling as to build up a good trade for his firm.

Ginn & Co. make the announcement that A. H. Kenerson, who has been the firm's New England representative for years, has been admitted a member of the firm. The admission of an agent to a partnership in the firm is a



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Lucien V. La Taste, the popular Southern bookman, who left the book field to go into the insurance business, has re-entered the domain of his former occupation and is once more proclaiming the good qualities of the University Publishing Co.'s books as the "best to be had." The old motto, "A tailor should remain at his task," seems to have again been vindicated as being logical. We are pleased to again enter the name of La Taste on the roll of the jovial, hard-working school bookman's fraternity.

A. D. Perkins, who represents D. C. Heath & Co. in the "Empire State," was born at Little York, Cortland County, N. Y., on the 6th of February, 1861. After receiving the education that the village school afforded, he entered Homer Academy, from which he graduated as valedictorian of a large class, in 1881. For a year he taught and during the summer won a scholarship in Cornell university, after a very sharp contest. He graduated from Cornell in 1886 with the degree A. B. Nine years he then spent with C. W. Bardeen, of Syracuse, representing his interests at teachers' institutes and elsewhere throughout New York state. In May, 1895, he became connected with D. C. Heath & Co. as their New York state representative, and has been with them until the present time. He is a genial and affable gentleman, respected by all who have the pleasure of his acquaintance.

tribute to faithful and efficient service. Mr. Kenerson has always enjoyed the confidence of his house and the respect of his co-workers in the book field.

Mr. A. L. Hart, who severed his connection as Metropolitan agent for D. Appleton & Co. some time ago, to accept a position with D. C. Heath & Co., Boston, to work the New England field, is back in his old berth with Appleton. Mr. Hart's attachment to New York town brought him back.

Dana W. Hall, high school agent for Ginn & Co. in Illinois, was married to Miss Frances Skinner, daughter of John W. Skinner, at Milwaukee. Rev. Judson Titsworth, father of one of the Ginn agents, performed the ceremony. Manager T. W. Gilson and wife, H. H. Hilton, Geo. B. Chandler, J. C. Hisey and W. E. Goddard, of the firm, were among the guests. Our congratulations to Mr. Hall and his good wife.

W. J. Button, manager of the Werner School Book Co., returned last month to his office at Chicago, after an extended business trip through the East.

The following bookmen attended the meeting of the New York State Association of School Boards: Ginn & Co., J. F. Rich, Syracuse; D. C. Heath & Co., C. H. Ames, Boston; A. D. Perkins, New York; American Book Co., George Fenton, Broadalbin; University Publishing Co., Henry T. Dawson; Williams & Rogers, W. C. D. Coffin; Silver, Burdett Co., Frank Beattys; Eaton & Co., Ira T. Eaton, Chicago.

John F. Rich looks as long, as lean and lank as ever. At the same time, unlike his appearance, he is as jolly and as companionable as ever. He still represents Ginn & Co. ably and effectively.

Dawson—comfortable, congenial Henry T. Dawson—is as promiscuous in New York and New Jersey as ever. He is growing somewhat grizzly in appearance.

Ira T. Eaton was in the east last month with a view of establishing a branch in New York city. C. R. Long is in charge, and if business energy will win Eaton & Co. will be permanently in the eastern field.

Those who have seen C. W. D. Coffin, of the firm of Williams & Rogers, in the surf at Long Branch or the Isle of Palms in the summer time and again see him seated at his desk in New York city, will observe no notable change. He is the same quiet, spectacled, congenial fellow in both places.

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NEW YORK CITY.

Compulsory Vaccination.

(Continued from page 15.)

was not a happy one. Fortunately, however, the members of our board of education find themselves in perfect harmony in their belief in this matter, and since the time mentioned above and promptly with the commencement of each school year the legal notice is posted and all unvaccinated pupils are vaccinated. Being done annually, the vaccinations are few in number, and parents and the general public having become accustomed to it, no signs of disapproval exhibit themselves. All timid parents are advised that while the law is one for which the board is not responsible, still that the board is in entire sympathy with the law; and they are encouraged with the statement, which is beyond dispute, that while trouble may follow the most trivial operation in surgery, even the extraction of a tooth, that the simple operation of vaccination is neither a dangerous nor a serious one. While I am not especially engaged at this time in making an argument for vaccination, I desire to say, incidentally, that in an experience of twenty-five years in the active and daily practice of medicine I have never seen a fatal result following vaccination, and never but once a case of serious illness, and this last was from injury to the arm and not from the vaccination *per se*. Occasionally pupils present themselves to us with the excuse that impaired health warrants their remaining unvaccinated. In such cases our board has taken the position that such pupils must of necessity be too ill to attend school and they are advised to remain at home until they are sufficiently well to attend school and to be vaccinated. The practical result has always been that in a very short time such pupils are found in school and vaccinated. In short, in full sympathy with the law, the firm and decided course is taken of promptly vaccinating all unvaccinated pupils, without exception, and this at the beginning of each and every school year. The result of such action has been that for the three years just passed no trouble has come to our school board in connection with the matter of compulsory vaccination, and with the intention of continuing in the same way, we do not expect any in the future.

In all such places as I am acquainted with, where there is harmonious belief and consequent united action on the part of boards of education, all outside forces combined do not suffice to produce any serious trouble in the enforcement of this law. It is where school board sentiment is divided that there is developed so much uneasiness concerning the apparent conflict between the vaccination law and the compulsory education law. It is true that it would be inconsistent to undertake to compel a pupil to remain out of school under the vaccination law and at the same time to remain in school under the compulsory education law, and as both laws now stand it would seem that in the event of such a case arising the only solution must be to sacrifice the provisions of one or the other law to those of the other; but I notice that wherever there is an earnest and united front presented by a board of education in the matter of belief in the protection of vaccination and of sympathy and support of the vaccination statute that in those places there is, as a matter of fact, no conflict between these two laws. In those communities, and there are many of them, where pupils and parents are living in quiet obedience to the compulsory vaccination law the question as to truancy, in case of an unvaccinated pupil debarred from school, does not and can not arise; neither where

there is a united sentiment to the school board is there likely to arise any disagreement as to whether teachers, janitors, and so forth, are "persons" within the meaning of the law.

Although it may look like talking and advocating shop for a physician to plead for the enforcement of the compulsory vaccination law, still with the most unprejudiced consideration which I can give the matter, I can by no possibility agree with the sentiment which advocates that the proper observance of this law is the enforcement of it only when an epidemic of smallpox is in sight. So far as protection is concerned this would be in very truth locking the barn after the horse was stolen. If vaccination is protective at all it is protective at one time as well as another. If it is not protective at all and the law may be violated a part of the time then it can be violated in the time of an epidemic as well as any other. (As far as school boards are concerned I do not believe we can put any such construction as this upon the statute as it reads, and I following such a course.

Is it too much to claim that we owe it to the protective power of vaccination that America is substantially free today from the most devastating, the most dreaded disease of a hundred years ago? Is it too much to claim when, as school officials, and without examination or reflection, at one blow we blot out Jenner's studies of a lifetime, all the scientific investigation of thousands of devoted scholars and thinkers for a hundred years, all the legislative enactments of the state intent upon the protection of human life, and plant ourselves upon the platform that vaccination is a fad of the day soon to pass away? No! Vaccination is not a fad. All the records of the century which has passed since the days of Edward Jenner, have but served to add lustre to his name and to prove the absolutely protective power of his wondrous remedy. Believing as I do most thoroughly in the protective power of vaccination, I also believe, just so surely as the sun shall rise to set again, that when anti-vaccination theories shall prevail, when the state shall wipe vaccination laws from its books, when vaccination shall have been relegated to the past for even a brief term of years, that then just so surely will this land be swept by that most terrible scourge of all diseases, smallpox, even as such

effect has followed such cause, time and time again, in other lands across the seas.

There will ever be those in all communities who are opposed to vaccination, but it is difficult to see why the liberty of those who do not wish to have smallpox is not as worthy of respect as the liberty of those who do not wish to be vaccinated; and when members of school boards everywhere are in sympathy with this law, enforcing it, not alone because it is the law, but because it is right, because it is beneficent, because it is for the greatest good of the largest number, then whatever problems may come to harass the unhappy school board man the compulsory vaccination law will not be one of them.

COMMITTEES APPOINTED.

President A. T. Schauffler of the New York State Association of School Boards announces the appointment of the following committees:

Legislative Committee: J. E. Brandegee, of Utica, Chairman; W. A. Choate, Brookville; Joseph Beal, Oneida; Geo. Fenton, Broadalbin; Joseph S. Wood, Mt. Vernon.

Special Committee on High School and College entrance: A. T. Schauffler, New Rochelle, Chairman, ex-officio; Joseph S. Wood, Mount Vernon; E. C. Aiken, Auburn; David Millar, Lockwood.

Hinds & Noble, New York City, have purchased from The Burrows Bros. Company the plates and copyright of the well known 1001 Question and Answer Books (11 volumes) and will hereafter publish them.

IMPORTANT BOOKS FOR EDUCATORS

THE BEACON BIOGRAPHIES OF EMINENT AMERICANS. Edited by M. A. Dr. WOLFE HOWE. Brief lives by competent writers. With engraved title-page and portrait in photogravure. 5½ x 3½ in. Limp blue cloth, gilt top, 75 cents.	THE WESTMINSTER BIOGRAPHIES OF EMINENT ENGLISHMEN. Companion series to the Beacon Biographies. Edited by ARTHUR WAUGH, author of <i>Robert Browning</i> . Limp red cloth, gilt top, 75 cents.
WOMEN AND ECONOMICS. A STUDY OF THE ECONOMIC RELATION BETWEEN MEN AND WOMEN AS A FACTOR IN SOCIAL EVOLUTION. By CHARLOTTE PERKINS STETSON (GILMAN). Cloth, 7½ x 4½ in. \$1.50.	CONCERNING CHILDREN. By CHARLOTTE PERKINS (STETSON) GILMAN. A series of essays of the greatest importance to those who have or care for children. Cloth, decorative, 7½ x 4½ in. \$1.25.
CHINA AND THE POWERS. A HISTORY OF CHINA'S CONTACT WITH WESTERN CIVILIZATION. By ALLEVINE IRELAND, author of <i>Tropical Colonization</i> and the <i>Anglo-Boer Conflict</i> . "A standard history of the Empire." Cloth, decorative, 9 x 6 in. \$2.00.	TERRITORIAL ACQUISITIONS OF THE UNITED STATES. AN HISTORICAL REVIEW. By EDWARD BICKNELL. Gives in detail and without prejudice the story of the growth of the United States. Paper boards, 6½ x 4½ in. 50 cents.
TUSKEGEE: ITS HISTORY AND ITS WORK. By MAX BENNETT THRASHER. Account of the Negro Industrial Institute. Introduction by Booker T. Washington. 50 half-tone illustrations. Cloth, decorative, 7½ x 4½ in. \$1.00.	THE FUTURE OF THE AMERICAN NEGRO. By BOOKER T. WASHINGTON. The famous Principal of Tuskegee presents the result of his experience in the education of the colored race. Cloth, decorative, 7½ x 4½ in. \$1.50.
COMFORT AND EXERCISE. AN ESSAY TOWARD NORMAL CONDUCT. By MARY PERRY KING. Treats of comfort in daily life, in education, and in dress, of exercise and of educational gymnastics. Cloth, 7½ x 5½ in. \$1.00.	BY THE WAY. BEING A COLLECTION OF SHORT ESSAYS ON MUSIC AND ART IN GENERAL. By WILLIAM FOSTER APTHORP. I. About Music. II. About Musicians. About Art in General. Two volumes, cloth, 6½ x 4½ in. Either volume sold separately. \$1.50.
LITERARY LIKINGS. A BOOK OF ESSAYS. By RICHARD BURTON. "The table of contents is only faintly indicative of the vigor of thought for which the book as a whole stands."—(<i>The Critic</i> .) Cloth, 7½ x 4½ in. \$1.50.	LITTLE BEASTS OF FIELD AND WOOD. By WILLIAM EVERETT CRAM. 24 full-page illustrations. "The author's personal observations of the life of small, wild creatures in New England."—(<i>The Advance</i> .) Cloth, decorative, 7½ x 5½ in. \$1.25.

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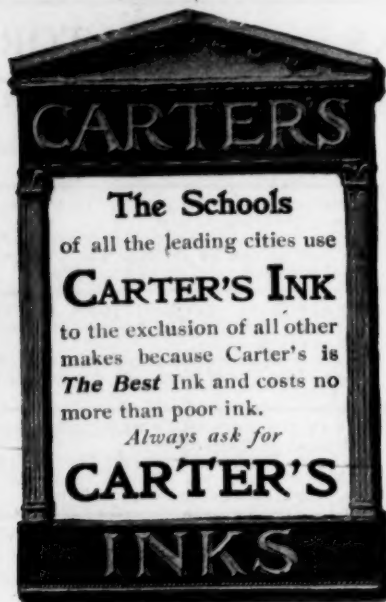
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free text books to all pupils attending the schools, but only to those pupils who are unable to pay for them.

West Point, Ga. The free text book system is in vogue here.

Columbus, O. The board has purchased five of Webster's International Dictionaries.

Hartford, Conn. A resolution carrying an appropriation not to exceed \$30,000 for free text books for the grammar schools failed to secure a two-thirds majority in the board of aldermen, although ten members voted in favor of the proposition and seven against.

Kentucky. The county board of examiners in each county are charged with the duty of selecting the text books used in the common schools. The text books adopted must be uni-



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PENHOLDERS,
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Etc., Etc.

FOR SCHOOL USE.

Text Book News.

Carroll's Geographical Series Around the World is gaining in popularity in all sections. The Morse Co., of New York, publishers of this series, were much pleased at the action of the St. Louis board of education, which made a special appropriation of \$6,000 for supplementary reading and put more than one-fourth of this amount into books I and II of the above named series. The action of the board was not due to any agency work. Sample copies of the work were sent to the various school principals, and they, recognizing its merits, recommended the same to the board.

Those who know these books will appreciate the work of Miss Harriet Jerome, who was in collaboration with Supt. Carroll and Miss Carroll in their preparation. Miss Jerome's death, last summer, has delayed the issues of the third and fourth books of the series, which, we are, assured, will soon be forthcoming. This lady was a teacher of much literary talent and was conversant with the needs and tastes of children.

Chicago, Ill. Rand, McNally & Co. sold 215,715 Lights to Literature Readers for use in the first six grades of the public schools during the first month of the present school year. This reader series, though its first appearance was made since August, 1898, has had a sale that has been simply phenomenal throughout the country, having nearly reached the 600,000 mark.

Laird & Lee, of Chicago, have just received from the navy department an important order for their Vest Pocket Standard Spanish-English and English-Spanish Dictionary to be distributed to the Crews' libraries. This order is the first, to our knowledge, that has been given by the department for a Spanish lexicon, and it is a flattering endorsement of the excellence of Laird & Lee's Standard Dictionary.

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Ex 388 AuroraGuido Reni	Ex 648 Baby Stuart.....Van Dyck	Ex 1063 Can't You Talk?.....Holmes
Ex 394 Mater Dolorosa.....Guido Reni	Ex 682 St. Anthony of Padua...Murillo	Ex 1067 Mother and Child..Bodenhausen
Ex 499 Four KittensAdam	Ex 795 Queen LouiseRichter	Ex 1093 St. Cecilia.....Naujok
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School Board Journal

national dictionary now used in the fifth, sixth, seventh and eighth grade rooms, I recommend that as new dictionaries are needed the Collegiate dictionary, issued by the same publishers, be purchased in place of the International. Three copies of this book can be bought for what one copy of the International costs, and these three books, scattered in different places in the room, will be of more benefit than is one dictionary placed on the teacher's desk."

The free text book system is not an experiment. Philadelphia has tried it seventy years, and New York City over fifty years. In seven states, namely: Maine, New Hampshire, Nebraska, New Jersey, Pennsylvania, Vermont and Wisconsin, free text books are authorized by law. Ten years ago Massachusetts enacted a state law, which compels every city and town to furnish books at public expense. It has been tested in many widely localities, and no community which has once adopted it has gone back to the old system. By the free text book system it is not meant or intended to give away books. The plan contemplates that the city shall purchase the books in wholesale quantities and keep them in the school buildings. They are carefully labelled and numbered, and assigned to the pupils at the beginning of a term or whenever the pupil enters school. The books assigned to each pupil are recorded and the pupil is held responsible for their proper care and return under effective regulations which the board makes.

Chicago, Ill. A resolution adopted provides that no text book is to be adopted by the board of education that has not been accepted or indorsed by the superintendent.

Lynn, Mass. The board has purchased a sufficient of the "Model System of Music," published by Scott Foresman & Co., Chicago, to equip the fifth, sixth and seventh grades.

Cicero, Select Orations. By Dr. B. L. D'Ooge, Professor in the State Normal School, Michigan. The book will contain the orations usually read in the preparatory schools, the usual introduction and summaries of chapters, excellent notes, a carefully selected vocabulary and nearly one hundred illustrations.

Boston, Mass. One of the entertaining features of the Cuban teachers who were the guests of this country and who attended the Harvard summer vacation school was an excursion to Ginn & Co.'s factory at Cambridge.

Galesville, Wis. The people have voted for the introduction of the free text book system. Racine, Wis. Superintendent Esterbrook and the school principals have requested the board that primary Word Lessons, published by Butler, Sheldon & Co., be adopted for use in the schools.

Grand Rapids, Mich. The election of text books has during the last decade been a serious problem here. No method has as yet been suggested to do away with the abuses that has met with approval to any great extent, though many have been proposed. Ex-Superintendent Hathway in his last report advocated a plan which he thinks feasible and asks that it be adopted. His plan is that it be made the duty of the principals of ward schools to specify, by secret ballot, their opinion on the advisability of continuing in use any given text book, subject to a veto by the superintendent of schools, which veto these ward principals can override by a two-thirds vote. In case it be decided to throw out a ward text book, then the superintendent, assistant superintendent and the principal of an eighth grade school, chosen by the school board, "are to nominate a book or books for the consideration of the committee on text books," which committee can simply recommend to the board the adoption or rejection of the book or books. The school board, in turn, can merely adopt or reject the report of the text book committee, but cannot amend it in any way. The selection of high school text books is made in the same way, except the superintendent and the principals of the Central and Union High Schools nominate the books to the text book committee.

New York, N. Y. The board of education has resumed the use of the Holt text books which were excluded from the schools when Joseph J. Little was president. The educational review, published by Holt & Company, referred to Mr.

Little as a fine old "educational mastodon" and shortly after the Holt books were dropped.

Watertown, N. Y. It has been decided to introduce the free text book system.

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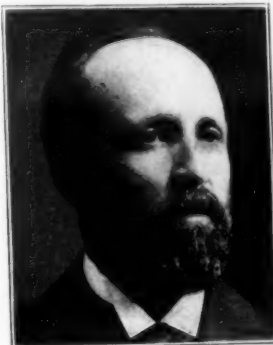
The point of this experiment is that what Stuart's Dyspepsia Tablets will do to the egg in the bottle it will do to the egg or meat in the stomach and nothing else will rest and invigorate the stomach so safely and effectually. Even a little child can take Stuart's Tablets with safety and benefit if its digestion is weak; and the thousands of cures accomplished by their regular daily use are easily explained when it is understood that they are composed of vegetable essences, aseptic pepsin, diastase and Golden Seal, which mingles with the food and digest it thoroughly, giving the over-worked stomach a chance to recuperate.

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For the information of those interested a little book will be mailed free by addressing F. A. Stuart Co., Marshall, Mich., giving briefly the symptoms of the various forms of stomach weakness, causes and cure.



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A Distinction With a Difference.

Dealer—Here is a very nice thing in revolving bookcases, madam.

Mrs. Newrich—Oh, are those revolving bookcases? I thought they called them circulating libraries.

Teacher—What is meant by those war dispatches which speak of the enemy being bottled up?

Willie—That means a victory that is a corker.

Driven From Home.

"The new neighbor on our street seems to have a hunted look."

"Yes. He was one of the school census enumerators."

It Makes a Difference.

"You are never in your office," complained the angry citizen. "Yet before election you sought the office hard enough."

"I did," replied the school director, "but the office may seek me now."

Göttliche Ansicht.—
Lehrer: Ja, Franzl ist sonst ein recht braver Junge, nur die Rechtschreibung will er noch immer nicht begreifen! — Vater: Ach was—unser Herrgott sieht auf's Herz und nicht auf die Orthographie!

Unmöglich. — Professor: Sie behaupten, Sie hätten den Aufsatz selbst angefertigt! Es sind gar keine Fehler darin! Eine solche Arbeit kann man gar nicht selbst machen."



An Error in Tactics.

"School men are great lady-killers."
"Indeed they are; my life was saddened by a superintendent."
"Poor girl; did the superintendent jilt you?"
"Oh, no; he was elected superintendent after I jilted him."

Teacher—Heat ascends and cold descends. Can you tell me why?

Pupil—I don't believe it's so.

Teacher—You don't believe it's so?

Pupil—Do' I do't. I got a cold id by head dis bordig, a'd the doctor says it's cause I got by feet wet yesterday.

"Here, boy, what are you doing in my orchard?"

"Sir," pleasantly replied little Emerson Beaconstreet, "I am examining the trees for data from which to prepare a paper upon the effect of bruises upon bark."



Just to Even Things Up.

"William Lawless, did you strike Thomas Smith at recess?"

"Yes'm; he made faces at me."

"Well, I've sent him out to cut a switch for me, and when he returns I shall punish you severely."

DIXON'S NEW SOLID CRAYONS.

6 Colors in a Box, } 1/2 inches in Length.
12 Colors in a Box, } 3/4

THESE colors are made from ground pigments and are strong, clear, and vivid. A nickel holder goes with each box and prevents their breaking. They are made on an entirely new plan and are just the thing for all kinds of art work where color is introduced. A sample box will be sent to any teacher that mentions this paper and encloses 16c. in stamps to pay for postage and package.

JOSEPH DIXON CRUCIBLE CO.,

JERSEY CITY, N. J.

The Source,

Teacher—John, what are your boots made of?

Boy—Of leather.

Teacher—Where does the leather come from?

Boy—From the hide of the ox.

Teacher—What animal, therefore, supplies you with boots and gives you meat to eat?

Boy—My father.



First Student—You have quite a conservatory up here in your room!

Second Student—These pot plants belong to my landlord! He merely puts them in my room because it rains through the roof so nicely!

He Remembered It.

Sunday School Teacher (to scholars)—Now, boys, the text for next Sunday is, "Tis I, Be Not Afraid." Each of you try to remember it.

Teacher (the next Sunday)—Charlie, you may repeat the text for today.

Charlie (slightly embarrassed)—It's jest me, don't git skeered.



Thomas Smith—Here it is, mum.

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DEALERS IN SCHOOL SUPPLIES.

38 Hawley Street, BOSTON.

Supplies and Equipments.

Among the school supply men who were present at the meeting of the New York State Association of School Boards was the sturdy New Englander of the Dixon Pencil Co., George Howard Reed; A. R. Wilson of the Eagle Pencil Co. was also on hand. He was accompanied by A. N. New of New York. Mr. Wilson represents the company in the west.

Mr. H. T. Little, of Peckham & Little, was also on hand to greet his friends. Later Mr. Peckham made his appearance minus his mustache. He looked like a presidential candidate, the absence of the hirsute growth revealing his classic features to good advantage. Randolph McNutt and W. A. Choate were in evidence. The former hails from Buffalo. The latter is located at Brookview, a suburb of Albany.

The Central School Supply House has changed the location of its office in the "Publishers' District" in New York City. They were formerly at 150 Fifth avenue, but the growth of their business demanded more space where they could carry a more complete stock, hence their removal to the top floor of the building at 103 Fifth avenue. This firm is capable of furnishing "anything needed in a fully equipped school room." A few specialties, however, are: The Political Relief Maps, the Roubush Writing System, First Steps in Reading, Atlas Science Tablets for Laboratory Notes and Drawings, and Bock-Steger Anatomical Models. Any or all their illustrated catalogues will be mailed on application to their offices at Chicago, New York City or Atlanta.

LIKE OPIUM EATERS

Coffee Drinkers Become Slaves.

"The experience, suffering, and slavery of some coffee drinkers would be almost as interesting as the famous 'Confessions of an Opium Eater,'" says a Boston man, W. J. Tuson, 131 W. Newton St. "For twenty years I used coffee at the breakfast table and, incidentally, through the day, I craved it as a whiskey drinker longs for his morning bracer. I knew perfectly well that it was slowly killing me, but I could not relinquish it.

"The effect on the nervous system was finally alarming and my general health greatly impaired. I had dyspepsia, serious heart difficulty, and insomnia. When I would lie down, I would almost suffocate. My doctor assured me it was due to the action of caffeine (which is the active principle of coffee) on the heart.

"I persisted in its use, however, and suffered along just as drunkards do. One day when I was feeling unusually depressed, a friend whom I met, looked me over and said: 'Now, look here, old man, I believe I know exactly what's the matter with you. You are a coffee fiend and it's killing you. I want to tell you my experience. I drank coffee and it ruined my nerves, affected my heart, and made me a sallow, bilious old man, but through a friend who had been similarly afflicted, I found a blessed relief and want to tell you about it. Try Postum Food Coffee, a grateful, delicious beverage, full of nourishment, that will satisfy your taste for coffee and feed your nervous system back into health, rather than tear it down as coffee has been doing.'

"I took my friend's advice, and within a week from that time, my digestion seemed perfect, I slept a sweet, refreshing sleep all night, and my heart quit its quivering and jumping. I have been steadily gaining in health and vitality right along."

The Kalamazoo Book Holder, manufactured by Ihling Bros. & Everard, Kalamazoo, Mich., is strongly built, handsomely finished and is an ornament in any library, reading room or school room. It is entirely automatic in adjusting itself to the varying thickness of books. There are no screws to loosen or slides to fix. It is self-adjusting and acts instantaneously in this respect. It will fit a book from two to five inches thick with equal ease. When closed a constant pressure is exerted against the sides of the book, thus preventing the accumulation of dust between the leaves and the warping of the covers. It is a convenience and a necessity.

J. A. Joel & Co., 88 Nassau street, New York City, manufacture a fine grade of American bunting. Send for their price list.

Newson & Co.'s Buehler grammar was adopted by the state of North Carolina.

Your attention is called to the advertisement of March Brothers, Publishers, Lebanon, O., in this issue. They make a special offer on maps.

AN OPEN LETTER.

ORANGEBURG, S. C., July 19, 1900.

Professors Fisher and Schmitt, University of Pennsylvania, Philadelphia, Pa.:

GENTLEMEN—I have examined your Algebras. Great

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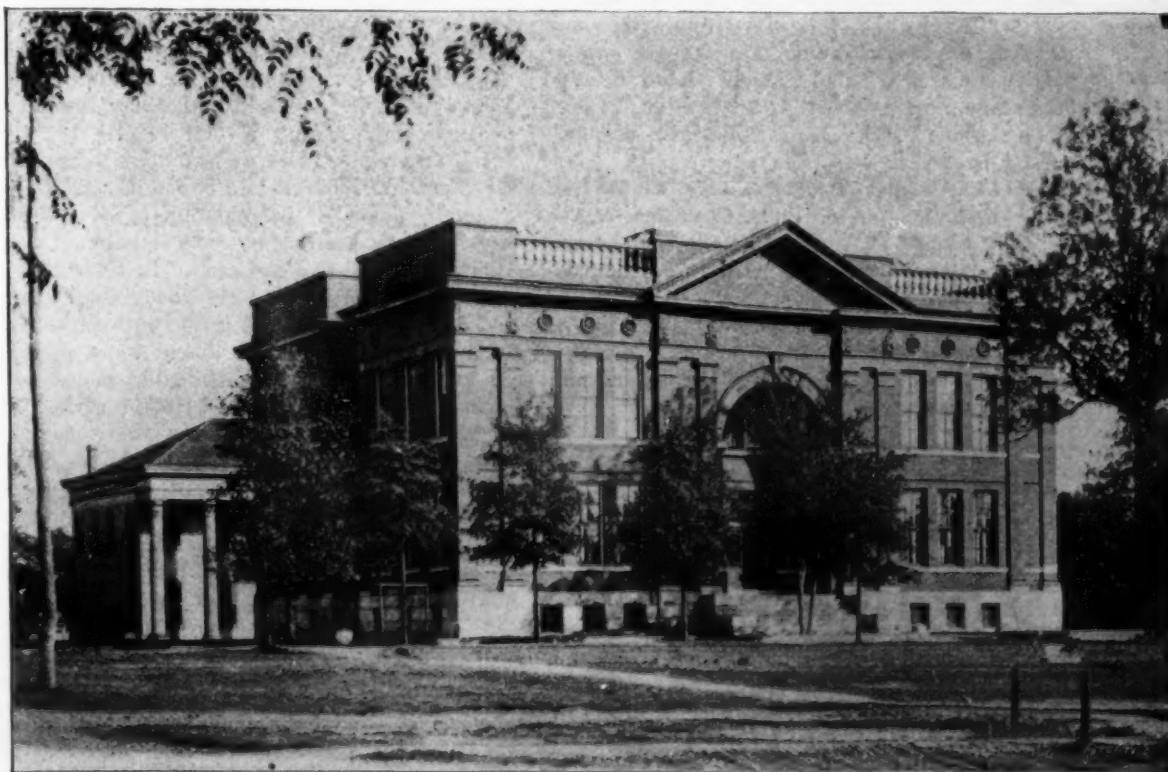
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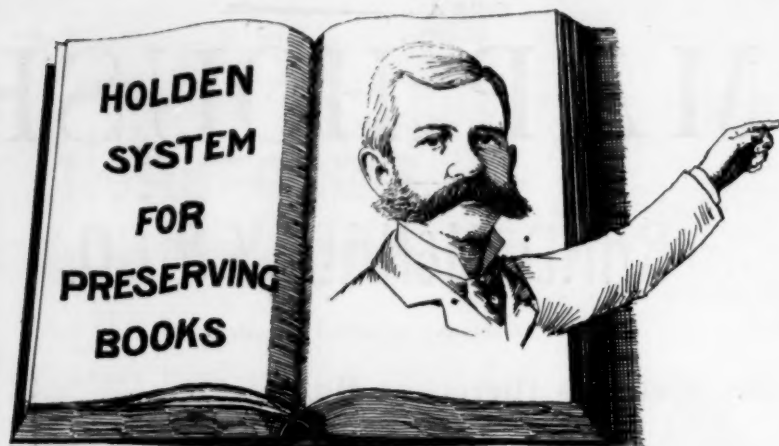
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care has been given to the explanation of the fundamental operations and rules. The subject is presented clearly and tersely; can be easily taught, and is sure to be mastered by the diligent student. It is calculated to put knowledge in a form for practical use. I consider it the best for beginners, I have seen. I have no hesitancy in recommending that the book be adopted into the schools here.

A. C. Nix,
Adjunct Professor of Mathematics, Colored Normal, Industrial, Agricultural and Mechanical College.



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SPRINGFIELD MASS.

Among Boards of Education.

Minneapolis, Minn. Dr. T. F. Quimby, president of the board, strongly favors sanitary school inspection.

Boston, Mass. The board voted down a resolution to require the secretary to make a list of the married women employed as teachers whose husbands are living.

Chicago, Ill. President Graham Harris of the board of education: "I favor the merit system in the schools and out of them, and have always done so."

Holyoke, Mass. Supt. Louis P. Nash writes that the items published in the October number, stating that the Holyoke board of education had issued an order concerning the marriage of its male teachers and had dismissed a teacher for state ments made as to the family of Christ, are both contrary to fact.

Brooklyn, N. Y. The board of education has issued an order requiring the teachers to play with the pupils at recess, and a pamphlet has been prepared suggesting the various suitable games. Among the other diversions with which the teachers must become familiar are "Squat Tag in a Circle," "Slap Catch," "Lame Goose," "Japanese Tag," "Looby Loo," "Did You Ever See a Lassie?" "Round and Round the Village," and "Fox and Geese." Then there is the game which is accompanied by the song, "I put my right hand in, I put my right hand out; I give my right hand a shake, shake, shake, and I turn myself about." The order gives full instructions for playing all games. Some of the teachers very much dislike the action of the board and say that they cannot afford, for dignity's sake, to go back to the verge of girlishness and give the public free fun to the limit.

The London school board is responsible for the education of a population more than double that of Denmark or Greece, larger than that of Scotland, and only exceeded slightly by that of Bavaria and Holland. The child population of London in need of elementary education is larger than the total population of any European city except Paris, Berlin, St. Petersburg, Moscow and Vienna. It is more than double the population of Bristol, Dresden or Prague. The sum annually expended on elementary education in the metropolis is alone equal to the total national expenses of Denmark, Norway and Sweden, not to mention that of many other minor states of Europe.

Cleveland, O. Capt. F. A. Kendall, of the school council, believes that there should be separate high schools for the sexes. He says: "In Philadelphia, Boston and other large cities the sexes are separated in the high schools, and I am in favor of the adoption of such a plan here, for the high school course only. I favor this for the sake of the girls. In a small town where everybody knows everybody else it is all right to let the boys and girls run together, but in a city the size of Cleveland there is grave danger that boys of questionable moral principles may get acquainted with the girls. The high school period is just the time when the association of young people should be closely guarded. The better class of parents in the large cities are becoming more or less cautious about sending their girls to the high schools, on account of the danger of indiscriminate acquaintance."

Columbia, Pa. The color line is drawn in the schools. The board provides separate schools with colored teachers for the negro children. This does not suit the colored parents, many of whom are demanding that their children be permitted to attend the white schools.

Ann Arbor, Mich. At the last school election the directors who received the endorsement of the women were elected.



LEVI G. HUMBARGAR,
Ablene, Kas.
Fusion Nominee for State
Supt. Public Instruction.

HAS NO COMPETITOR.

One Patent Medicine Which Has the Field to Itself.

A prominent physician was recently asked why it was there are so many "blood purifiers," "nerve tonics" and medicines for every ill except one of the most common and annoying diseases, viz., piles.

He replied, there are two principal reasons: First, physicians and people in general have thought for years that the only permanent cure for piles was a surgical operation, and that medical preparations were simply palliatives and not a cure for the trouble.

Another reason is that piles, unlike many other diseases, is in no sense an imaginary trouble. A sufferer from piles is very much aware of the fact and for this reason the few pile salves and ointments, etc., have been short-lived because the patient very soon discovered their worthlessness.

He continues: However, there is a new pile remedy which, judging from its popularity and extent of its sale, will soon take the place of all other treatment for piles. It has certainly made thousands of cures in this obstinate disease and its merit, repeatedly tested, has made it famous among physicians and wherever introduced. The remedy is sold by druggists everywhere under name of Pyramid Pile Cure.

It is in convenient, suppository form, composed of harmless astringents and healing oils, gives immediate relief in all forms of piles and a radical cure without resort to the knife and without pain or interference with daily occupation.

One strong recommendation for the remedy is that it contains no cocaine nor opium and is absolutely safe to use at any time.

One of the suppositories is applied at night, is absorbed and the cure is natural and painless.

It permanently cures itching, bleeding or protruding piles and is the only remedy except a dangerous surgical operation that will do so.

All druggists sell a complete treatment of the suppositories for 50 cents, and the Pyramid Drug Co., of Marshall, Mich., will mail free to any address a little book on cause and cure of piles which may be of assistance in chronic cases.

American Song Birds

16 beautiful pictures
in colors by Ridgway

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Apply only to our local salesrooms.

THE SINGER MANUFACTURING CO.

Salesrooms in every city.

Heating and Ventilating.

Kenosha, Wis. The American Foundry & Furnace Co., of Milwaukee, installed the heating system in the Central school building.

Sioux Falls, S. D. The American Warming & Ventilating Co., of Chicago, equipped the Lowell school building with a steam heating plant, new and modern, with a blower to force the heat to the rooms.

Hamilton, O. The Colt & Smead Co. installed the heating and ventilating system in the new school building.

Mansfield, O. Repair work on the heating system in one of the schools done by H. Sandmyer & Co.

Chicago, Ill. The contract for placing a heat regulating system in the new school house on Calumet avenue was awarded to the Powers Regulator Co.

Chicago, Ill. President Graham Harris, of the board of education, has received information that the exhibit at the Paris exposition showing the advantages of Chicago methods of school heating and ventilation had been commended by the award of a medal. The system is the result of the labor and investigation of the board's chief engineer, Thomas J. Waters, carried on since he was employed in 1894. It is computed that \$800,000 has been saved to the board of education by the improvements made in the heating appliances by Mr. Waters. Letters have been received indicating that the Chicago system is to be made an object of study by European engineers and architects.

Wakefield, Mass. The heating and ventilating system in the high school was installed by the Fuller & Warren Warming & Ventilating Co.

Lorain, O. The Peck-Williamson Heating & Ventilating Co. placed the furnaces in the Washington Street school building.

Philadelphia, Pa. Nearly all the public school buildings erected in this city during the last ten years contain from 20 to 21 class rooms and are heated and ventilated by the blower system, which consists of blowing air, heated by means of steam coils in the bottom of flues situated in the cellar, through the building by means of a fan which exhausts and pulls the foul air out of the rooms, thus changing the air every seven minutes. The class rooms are 24x32, 13 feet high and contain about 10,000 cubic feet of air. There are from three to five windows for each room, four feet six inches by nine feet placed three feet six inches from the floor. The buildings which contain less than ten class rooms are heated by the low pressure indirect gravity system of steam heating or by hot air furnaces.

Colorado Springs, Cal. The Johnson Electric Service Co., of Milwaukee, secured the contract to equip the Steele school with an automatic heat regulating system.

Palmer, Mass. The following firms offered bids to install a heating system in the new school house: J. Donnelly of Holyoke, Selvey-Wyckoff Co. of Springfield, Cleg-horn Co. of Boston, Albert B. Franklin of Boston, Willis Warming & Ventilating Co. of New York, and Whitcomb & Gray of Springfield.

St. Joseph, Mo. The following firms submitted bids for heating and ventilating the new school buildings in course of erection: B. F. Sturtevant & Co. of Chicago, American Warming & Ventilating Co. of Chicago, the Hope Ventilating Co. of Kansas City, Peck, Williamson & Co. of Cincinnati, W. J. Kitchen of Kansas City.

New Bedford, Mass. The firms that offered bids for the heating and ventilating contract of the Coggeshall Street school house are: A. B. Franklin, A. A. Sanborn, Lynch & Woodward, Walworth Construction Co., Smith & Anthony.

Baltimore, Md. James H. Van Sickle who resigned his position as superintendent of the Denver schools, district No. 17, to accept that of superintendent of the Baltimore city school system was placed in a peculiar predicament for a time. His title to the office was disputed although elected by a unanimous vote of the board of education. A clause in the city charter states that all municipal officers must be residents of Baltimore. The matter was taken into the courts and the lower courts held that Mr. Van Sickle was not eligible to hold the office of superintendent of schools. An appeal was taken into the higher court and the decision of the lower court was reversed. The last court decision holds that the charter section has no application to the position of superintendent of school.

Albany, N. Y. The state superintendent of public instruction is called upon for the first time to decide the legality of boards of public instruction shortening school hours.

Several citizens of Rochester have served notice of formal

A COMPLETE VICTORY.

THE EAGLE VERTICAL PENS

Have been conceded to be the best made and are used more extensively than all others.

For Firm or Unshaded Writing:

No. 1, Medium Point; No. 2, Medium Fine Point; No. 4, Extra Fine Point.

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No. 5, Fine Medium Point; No. 5, Extra Fine Point.

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No. 170 and 570 for Primary Grades and the Nos. 120, 400, 410, 460, 470, 480 for advanced or higher grades.

We also manufacture over 1,000 styles of Pencils, Colored Pencils, Penholders, Rubber Erasers. Before placing orders send for samples and prices; you will find it greatly to your advantage.

EAGLE PENCIL COMPANY, Works: 703-725 East 13th Street, Office and Salesroom: 377-379 Broadway, NEW YORK.

protest to the state superintendent against half day sessions in the first grades of the public schools of Rochester.

DEAFNESS CANNOT BE CURED

by local applications, as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube is inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed, Deafness is the result, and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by Catarrh, which is nothing but an inflamed condition of the mucous surfaces.

We will give One Hundred Dollars for any case of Deafness (caused by catarrh) that cannot be cured by Hall's Catarrh Cure. Send for circulars, free.

F. J. CHENEY & CO., Toledo, O.

Sold by Druggists, 75c.

Hall's Family Pills are the best.

The Paris Exposition authorities awarded a gold medal to the Commercial School of Cleveland, O., and also made awards to the following schools:

Albany Business College, Albany, N. Y.
Packard's Business College, New York City.
Pierce School, Philadelphia, Pa.
Metropolitan Business College, Chicago.

\$1,000 A YEAR FOR LIFE!

Six Per Cent Interest Guaranteed for Six Years.

A thorough investigation will convince you that \$12.50 per month invested in the Montezuma Plantation will give you an income of \$1,000 for life. It will convince you that the enterprise is not a speculation, but a solid, conservative investment, in which the organizers, to make their profit, must make a success for the investors.

PLAN OF THE MONTEZUMA PLANTATION.

It consists of 6,000 acres and is being planted to rubber, sugar and coffee. Precisely 6,000 shares will be sold, each representing an acre in the form of an undivided interest. The interest of one is the interest of all. The Company contracts to cultivate the entire tract for seven years and bring it to complete maturity. For this it charges \$300 an acre and makes its profits right there. The \$300 is paid in 72 installments, \$2.50 per month for 36 months; \$4.00 for 12 months; \$6.00 for 12 months and \$7.50 for 12 months. The larger payments will be chiefly met by the dividends which begin the third year and steadily increase, so that the investor will never have more to pay than \$2.50 per month on a share.

Six Per Cent Interest Guaranteed for Six Years.

Instead of paying in installments the full amount may be paid in cash, in which event the association guarantees 6 per cent. interest, payable semi-annually, on the investment for six years from the date of purchase, the investor assigning his dividends to the association during that period. The association guarantees this interest, and the Chicago Title and Trust Company signs an agreement with the investor to pay it, which makes it as sure as the interest on a government bond. Nothing could more convincingly show the complete faith of the Company in the profits than this iron-clad guarantee of 6 per cent. from the start.

OUR FINANCIAL STRENGTH.

The Mexican Coffee and Rubber Growers' Association has a capital of \$5,000,000, a guaranteed treasury fund for land development purposes exclusively of \$750,000, and it owns 100,000 acres of the choicest land in Mexico. Its assets are valued at \$4,000,000 and its stock is worth par. This Company is developing the Montezuma plantation and makes a contract direct with each shareholder in the same.

EACH MEMBER ONLY ONE VOTE—NO CHANCE TO FREEZE OUT

The shareholders of the Montezuma are a co-operative association, not a stock company. To absolutely and forever prevent any clique or the management from taking any unfair advantage, it is provided in the contract that each shareholder shall have only one vote, regardless of the number of shares held. Nothing less than a numerical majority can ever secure control or take any action.

CHICAGO TITLE AND TRUST CO., TRUSTEE.

In addition to holding the title to the land, this well-known institution, capital \$1,500,000, receives every dollar paid by the investors and disburses it according to the terms of the trust agreement. The payments are made to the treasurer of the plantation, who is under ample bonds, and who deposits the funds so received daily with the Trust Co. The latter holds 49 per cent. of the plantation shares, representing 2,940 acres. Before these shares can be withdrawn the Company must file in place thereof a bond of \$100,000, with sureties satisfactory to the Trust Co., guaranteeing its faithful performance of every agreement with the shareholders.

POINTERS ON PROFITS.

Not one of all the authorities on the planet places the profit on rubber and sugar at less than 50 per cent.—most all at 100 to 200.

Sir Thomas Lipton says: "For sure, large and permanent returns nothing equals a well-managed tropical plantation." He has been paying the stockholders in his Ceylon plantations enormous dividends for years. Spreckels is making millions from his sugar plantation in Hawaii.

"Rubber has been steadily advancing in price for 50 years."—India Rubber World.

The Company manages for 25 years for 10 per cent. of net profits. The shares are non-forfeitable after three years' payments have been made. If the purchaser dies during the life of the contract the amount paid will be returned. The shareholders will annually elect an inspector to visit the land and excursions will be conducted. Many well-known business and professional men have taken shares and indorsed this enterprise. There are no fines or assessments. We invite the closest investigation. You can invest as little as \$2.50 per month. Call and talk it over or write for literature.

MONTEZUMA PLANTATION,

1107 Ashland Block, CHICAGO.

School Board Journal

The Paris Educational Exhibit.

By A. T. SCHAUFFLER.
Before the New York State Association of School Boards.

I am indebted for this form of commencing an address to the example set me by every French orator to whom I listened during my visit to the Paris Exposition, with one exception; but I much prefer our own manners and consequently beg permission to begin again.

Mr. President, Ladies and Gentlemen:

The subject of my more or less informal talk is on the program as "The Paris Exposition in Its Educational Aspect," but it would be better called "A Comparison of the Educational Exhibits at the Exposition." There is no desire on my part to offer any criticisms, especially any adverse criticisms on any of the exhibits in the educational section. There were many possessing numerous points of excellence, but almost all of them, other than our own, tended to emphasize special phases of the work in schools, and hence a comparison between them and the United States exhibit cannot be properly made.

I hope I shall not be charged with egotism, either individual, sectional, or national, when I say that a careful study of the several exhibits convinced me that the United States has little to learn from other countries in either the management, the methods, or the aims of our school systems, and *nothing whatever* to learn from them so far as buildings and school hygiene are concerned.

Most of the European nations made some sort of a showing.

For some reason best known to themselves, and at which I can only guess, the French authorities decided at the last moment to withdraw from competition with other countries for prizes in the educational section. The competition was between French city and city, department and department, while the strangers and foreigners were left to compete for prizes among themselves.

The French exhibit for the country outside of Paris covered acres of wall space, and it was a leg-wearying task to study it.

The city of Paris occupied ample room in the Ville de Paris building.

The United States was generously treated in the matter of space as compared to other nations, excepting France, and—space for space—we exhibited from twenty to thirty times as much as anyone else.

The French exhibit was very much specialized. There was beautiful work shown in many lines; especially in the industrial and manual training sections was remarkable ability shown; but careful inquiry showed that these things, which were represented as the product of public education, were in no manner to be compared to the work of our public schools. They were the product of trade schools, and in many cases, of pupils beyond what we consider school age. Cabinet-making, tile and terra cotta work, upholstery, textile fabrics, dressmaking, millinery, etc., were shown in great profusion and remarkable perfection. But no comparison can be drawn between the product of trade school education and the manual training work in our elementary schools.

The English exhibit was quite desultory, and lack of care was shown in passing upon the specimens to be exhibited; for instance, one X-Ray photograph of a child, which was exhibited in a frame in a prominent position, was labeled "Human Skeleton."

The German exhibit was, for some reason, quite meagre.

The Swedish exhibit consisted mostly of manual training and gymnastics.

Most of these were also used as vehicles for advertising photographers. Portraits of H. R. H.'s and H. J. M.'s, etc., were shown without any clear indication of their connection with the educational departments.

I consider the exhibit from Japan as next to that of the United States in completeness, consecutiveness and clearness.

Perhaps the best way to convey to you the comparative value of our educational exhibit and of those of other countries, will be to read a few extracts from a review of the United States exhibit by Gabriel Compayré in the *Revue Pédagogique*, and add some comments as I read. He says:

"The American organizers of the exhibit have succeeded in putting to the very best use the few square yards of space conceded to them. They have utilized this space most ingeniously, and succeeded in making a small area carry a large exhibit."

This was accomplished by a very clever arrangement of cabinets placed at about the height of the eye, containing a number of light, swinging frames, each carrying two cards, twenty-eight inches by thirty-two, placed back to back, so that each cabinet contained thirty-three such cards, and multiplied the wall space correspondingly. This arrangement made the examination of the exhibit much easier, as the student found grouped in one place, in logical order, the work of consecutive weeks, months, and even years; and owing to the logical and chronological arrangement, was able to

form a complete judgment with little physical exertion or loss of time.

The matter of supervision of the schools and of courses of study is referred to as follows:

"The schools in the United States are not under a single government, but there is a public spirit which pervades all the members of this vast body and assures unity. I do not know but that there may be found in France, notwithstanding the uniform legislation, more differences between the schools of Brittany, for example, and those of Provence, than exist in the United States under the laws of forty-five distinct states, between the schools in the North, the central part, and the South—between those of the Atlantic Coast and the Pacific Coast.

"If you examine in the space at the Exposition the work of the pupils, their written books, from the schools of Denver—the young metropolis of Colorado—known as the Queen City of the Plains, although it lies at the foot of the Rocky Mountains—a city which, founded in 1858, now has nearly 150,000 inhabitants—and compare these with the school work shown by the ancient, classic city of Boston, you will not find any very notable difference."

The next extract needs no explanation. It illustrates the difference in the points of view of this continent and the other.

"That which strikes one especially in looking through the work of the pupils, as also in studying the school programs, is the predominance of the concrete studies over the abstract. Not much orthography; it is studied for three years only; but, on the other hand, six years of writing. Very little history; the Americans don't trouble themselves much about the past; but, on the other hand, much geography; it is the real world which it is considered necessary to show to the little American. Of course, he is carefully trained in figures, of which he will have much need in his practical life, whether as merchant or mechanic. Mr. Harris says no other nation gives so important a place to arithmetic, but they also pay very much attention—much more than we do—to the study of nature, for they say that it is indispensable that the future workman should know the forces of that nature which he will need to master and dominate."

In these times when the question of vertical writing or slant writing is quite a burning one, it may interest you to hear what the eminent French educator and psychologist has to say:

"If I am now asked what appears to me to be the greatest point of excellence in primary education in the United States, I willingly answer—It is manual dexterity; it is the writing and the drawing. Oh! the beautiful, clean, well-kept books; wherein are displayed in their perfect neatness the large characters of the new writing, which has been in vogue only three or four years, a writing which has nothing elegant about it, which endeavors to resemble printing as much as possible, with its vertical and somewhat stiff lines, which remind us indistinctly of the cuneiform signs. But, oh, how clear and easy to read!"

Let us not omit what he adds about drawing:

"But that which is worth more is the incontestable superiority of the American pupil in the art of drawing. Look through the drawing books of the primary schools, as well as the pictures sent by the kindergartens. Everywhere drawings; drawings from the object; now a few strokes of the pencil or of the pen; now attempts at color. Drawing is king in the American schools. It is so not only because it is regularly taught during the eight years of school life, but also because it is correlated with all other subjects of instruction. Not a task in the composition, in style, or in history, which is not from time to time illustrated with drawings of greater or less excellence by the pupil. With us we demand that morals should be introduced into all our school exercises. It appears that the Americans feel the same about drawing."

While it is true that the actual execution of drawings in all grades below the high school frequently showed the foreign schools to great advantage, it is only fair to say, as we did to them, that our great object in emphasizing the drawing to this extent is to train the pupils to observe carefully, and to record with as much neatness and finish as the time and other circumstances allow, the impressions formed; while the making of artists is a very secondary consideration.

One of the prominent features, and one which was entirely novel and original, was the series of Moving Pictures (call them Cinematograph, Biograph, Vitascopes, or what you will), sent at great expense by the board of education of New York City. These pictures presented such school activities as it was possible to show in this way, such as The Assembly of a School; Dismissal from the Assembly Room; Playground Sports; Gymnastic Exercises; A Cooking Class; A Shop Work Class; each in full operation; a Kindergarten Class, and a Rapid Dismissal of a School of Two Thousand Pupils, in what used to be known as the "fire drill." All of those scenes, which are generally performed with the accompaniment of music, or which contain the oral salute to the flag and the singing of a patriotic song, were accompanied by the phonograph. The use of these two instruments had never before been

attempted, or if attempted, had never proved a success. The effect on the audience in Paris was overwhelming. The first exhibition of these pictures was given before an audience of six or seven hundred especially invited for the occasion; the educational world of Paris, all juries and commissioners from the several countries were present.

The first picture shown showed 400 boys and girls marching into the assembly room to the lively strains of the band. When they were all in place, a young man entered bearing the American flag, and then, with appropriate gestures, you heard the school say, "I pledge allegiance to my flag and to the Republic for which it stands; one nation indivisible, with liberty and justice for all," and immediately after they sang "My Country, 'tis of Thee." You could see their lips move in the picture as you heard the strains. While the march was going on I could feel in the dark the growing excitement of the audience; I could hear the shuffle of feet, and suppressed whispers. When the flag was brought in a shout went up that might have proceeded from an enthusiastic crowd of college boys. I called for silence, but after the salute to the flag there was a second outburst, and when a verse of "America" had been sung, and the light went out on the picture, the enthusiasm could not be longer suppressed.

I have time to quote only one sentence regarding buildings:

"We must not quit this part of the Exposition without saluting the beautiful educational palaces, whose elegance and commodiousness we can appreciate from studying the photographs at the Exposition."

"So far as relates to school architecture and school hygiene, the Americans are incontestably masters of us all, and no other people has carried so far the care to install the pupils under primary instruction in a comfortable and a healthful manner."

But the time allotted to me has expired, and I will detain you only long enough to read the concluding sentences of Compayré's review:

"Let us conclude, but not without congratulating once more the organizers of the American exhibit on all the efforts they have expended and the ingenuity displayed for the sake of presenting to the eyes of the visitors to Paris, both the general view and the separate parts of their educational institutions. The result will be to extend and increase our knowledge of, and consequently our admiration for, the pedagogic regime which places the United States in the first rank among the nations which desire to instruct, and know how to instruct and educate their children. The result will also be that in some respects the French, knowing more of what is being done on the other side of the Atlantic, will perhaps decide to imitate some of the American productions."

"It is certain that we were struck by certain omissions, or at least by certain differences."

"How is it, for example, that moral education, properly so called, finds no place in the American program, and that Mr. Harris should note as an exceptional fact that in twenty-seven cities they gave 167 hours a year

DON'T KNOW HOW

To Select Food to Rebuild On.

"To find that a lack of knowledge of how to properly feed one's self caused me to serve ten years as a miserable dyspeptic, is rather humiliating. I was a sufferer for that length of time and had become a shadow of my natural self. I was taking medicine all the time and dieting the best I knew how."

"One day I heard of Grape-Nuts food, in which the starch was predigested by natural processes and that the food rebuilt the brain and nerve centers. I knew that if my nervous system could be made strong and perfect, I could digest food all right, so I started in on Grape-Nuts, with very little confidence, for I have been disheartened for a long time."

"To my surprise and delight, I found I was improving after living on Grape-Nuts a little while, and in three months I had gained 12 pounds and was feeling like a new person. For the past two years I have not had the slightest symptom of indigestion, and am now perfectly well."

"I made a discovery that will be of importance to many mothers. When my infant was two months old, I began to give it softened Grape-Nuts. Baby was being fed on the bottle and not doing well, but after starting on Grape-Nuts food and the water poured over it, the child began to improve rapidly, is now a year old and very fat and healthy and has never been sick. Is unusually bright,—has been saying words ever since it was six months old. I know from experience that there is something in Grape-Nuts that brightens up any one, infant or adult, both physically and mentally."

School Board Journal

to lessons in morals and good manners? The answer would be that religious feeling is stronger in the United States than in France; that instruction in the different churches, which excel ours in zeal as much as in number, makes the universal teaching of morals by lay teachers less necessary, and, after all, the Americans might say to us, 'We are as moral a people as you, although we don't have any professors of morals.'

After noting some other minor differences, he ends: "One more difference, and this entirely to the advantage of America, is that nowhere else in the world is education to the same degree *everybody's business*. It is not only the forty-five states of the Union which, each one in its own manner, organize with energy and

local ardor their school systems; it is the ordinary citizens who, joined by thousands in voluntary groups, in private associations, work together to the same end. Thence grows an admirable system of education, free and flexible, adapted to the needs of each city, of each region; a system which of all American institutions is usually the one in which the popular will is best expressed, and of which the president of the United States, Mr. McKinley, has good reason to say: 'The American public school with its 400,000 teachers, its 15,000,000 pupils—is it not a tower of strength and a pillar of support to the Republic?'

A short time ago I asked you to suspend judgment as to the egotism of the speaker; perhaps, after presenting the views of this eminent Frenchman, I may

withdraw the request without fear of unpleasant or unkindly criticism.

Butte, Mont. A rule of the board reads as follows:

"It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity and falsehood, and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship."

Atlanta, Ga. An established rule is to the effect that the superintendent and assistant superintendent, when present at meetings of the board, shall have the privilege of debate.



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on a school desk denotes that it is the **WORLD'S STANDARD** in school furniture. There is no babel of words used in its description. No conglomeration of freak ideas in its construction.

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"What's in a name,
Call a rose by any other name
And 'twould smell as sweet."

In some cases Shakspeare may be right, but his lines above quoted will not apply to school furniture for to the great majority of school officers the name

"GRAND RAPIDS" ON A SCHOOL DESK

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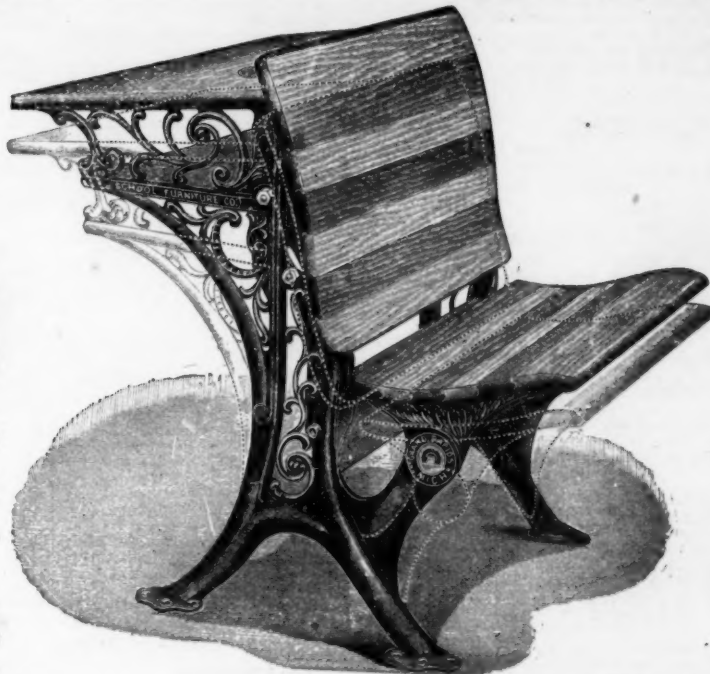
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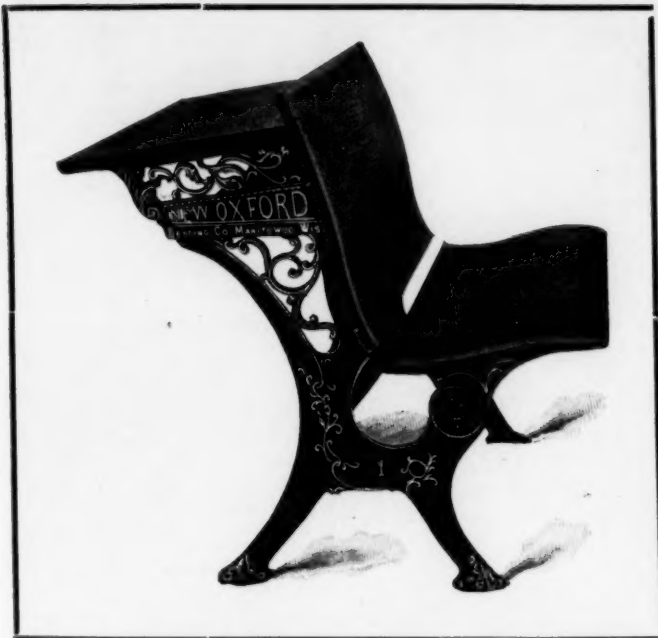
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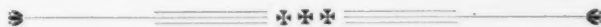
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